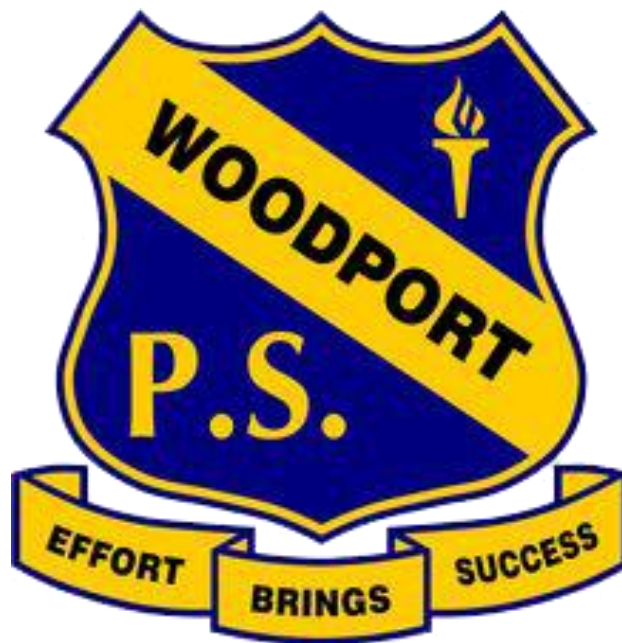


Behaviour Support and Management Procedures

Woodport Public School



2025

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Overview

Woodport Public School is dedicated to fostering an inclusive and supportive environment for students, families, staff, and the wider community. We are committed to ensuring the wellbeing and learning of every student. The school implements school-wide Positive Behaviour for Learning (PBL) practices that centre around the core values of Safe, Respectful Learners. As part of this commitment to wellbeing, the school has established a designated PBL team comprised of classroom teachers, school leaders, and the principal. PBL is utilised to reinforce positive expectations through a comprehensive school-wide matrix, prompt and frequent rewards (referred to as Ernies), inclusive reward days, recognition assemblies, and behaviour management flowcharts designed for all staff members. The effectiveness of PBL is evaluated annually by the principal, and PBL team and informs an annual update of the school's PBL plan.

Woodport Public School is committed to explicitly teaching and modelling positive behaviour to ensure all students are engaged in their learning. Key learnings that are prioritised and valued by the school community include You Can Do It (YCDI) – focusing on the 5 Keys to Success (getting along, resilience, confidence, organisations and persistence) and the Zones of Regulation to support students' emotional and social development.

Staff and students engaged in wellbeing discussions and surveys, which the School Leadership team analysed alongside wellbeing data from Sentral and the annual Tell Them From Me (TTFM) survey. In response to these surveys, the school conducted an analysis of several evidence-based programs aimed at enhancing student wellbeing and fostering positive whole-school relationships. Consequently, the school has committed to implementing The Anxiety Project and School Chaplaincy services.

Program Focus Areas:

***The Anxiety Project** is a two-year initiative designed by psychologist Michael Hawton in collaboration with the NSW Primary Principals' Association, aimed at assisting primary students in managing anxious behaviours. This large-scale, evidence-based project is delivered through a series of cognitive-behavioural lesson plans, employing both teacher-led and parent-led conversational techniques. These interventions are tailored to help children learn to manage their anxiety effectively. The lessons are integrated within the PDHPE curriculum, enabling students to achieve measurable outcomes.*

***School Chaplaincy Services** (1 day per week) offers individualised and targeted programs such as Seasons for Growth, Shine (which emphasises the development of self-confidence), friendship groups (focusing on social skills, conflict resolution, and negotiation techniques), regular check-ins, and education on feelings and values. Effective planning for behaviour support is undertaken during Learning and Support Team meetings and is a continuous cycle of planning and improvement:*

1. **Identify** – what is the issue? Why? Define the behaviour of concern.
2. **Assess** – gather your evidence, look at what your evidence might mean – a function of the behaviour.
3. **Plan** – develop strategies to get the change you want – positive behaviour support.
4. **Implement** – all support. Consistently follow the plan.
5. **Monitor** – put in place a monitoring and review process of the implementation of the plan.
6. **Evaluate** – analyse the information that you have gathered through monitoring and review. Has anything changed for the student? Do you need to change the plan?

Our Behaviour Support and Management Plan strongly reflects the Department of Education Behaviour Code for Students, School Community Charter and Anti-Bullying Plan.

Additionally, the school acknowledges the necessity of supporting the wellbeing of targeted individuals. A variety of initiatives are implemented each year through the Learning and Support Team (LaST) and external providers. These initiatives include (but are not limited to): emotion coaching with Zones of Regulation, morning club (fostering social skills and providing a calm start to the day), structured playground activities (promoting positive social interactions

and fair play), Smith Family scholarships including a camp and reading program, parent group working with staff to build awareness and support for children with disability and their families.

These procedures apply to all NSW public schools and student behaviour:

- 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
- if the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Partnerships

Woodport Public School values collaborative partnerships to promote student wellbeing and positive behaviour. We engage with the Tjudibaring Local AECG, the P&C, families, community organisations such as the Smith Family, and external professionals to establish a holistic support network for our students.

We encourage open communication with parents and caregivers through parent-teacher meetings, information sessions, community events, and channels such as assemblies, the WPS website, our Facebook page, newsletters, and targeted emails about specific student behaviours. The school collaborates with community organisations that provide resources and targeted programs to meet the diverse needs of our students. We also partner with external professionals, including psychologists and behaviour specialists, who offer training and guidance to our staff, enhancing our ability to support students facing behavioural challenges.

Through these efforts, Woodport Public School is committed to fostering a community that prioritises student wellbeing. We believe that by working together with families and stakeholders, we can create an inclusive environment that nurtures responsible learners and respectful relationships.

A Three-Tiered Approach to Intervention - A Layered Support Framework

TIER 1 - PREVENTATIVE INTERVENTIONS AND UNIVERSALS	All students
• Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	
TIER 2 - EARLY OR TARGETED INTERVENTIONS	Some students
• Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
TIER 3 - INDIVIDUAL INTERVENTIONS	Few students
• Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support Team	

Procedural Fairness

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

Promoting Positive Behaviour (School's Anti-Bullying Plan)

The Woodport Wellbeing approach aims to develop the capacity of students to manage peer interaction and conflict in a respectful and responsibly manner. If instances of bullying arise, our Anti-Bullying Plan supports students and can be found on the WPS website.

Initiative	Where?	Description
Fast and Frequent (Ernies)	All-settings	Ernies (tokens) given to students who are following school-wide expectations and recorded on Class Dojo.
Restorative Conversations	School, Community & Planning Room	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.
End of Term Rewards Day	Classroom & Playground	Students collect Ernies and spend them on an activity of choice. Two-tiered activities 80 or 100 Ernies
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts in fortnightly assemblies.
Most Respectful Class	Assemblies	A class is recognised for showing respect throughout assembly.
Student of the Week	Morning Assembly	Classroom teacher recognises students for their outstanding efforts in learning and wellbeing.
Attendance	Various	Students are recognised for 100% attendance each week (class teachers draw 1 student to receive a reward). At the end of term, students are recognised for 90%, 95% and 100% attendance. Goal cards (individual students recognised & rewarded for improved attendance). Positive messages home for improved/high attendance.
Gold Book	Various	Used by the Principal to recognise outstanding approach to learning or wellbeing. Student names are included in newsletter.

Merit System

Certificates

- ✓ Student of the Week - 1 per class handed out weekly
- ✓ You Can Do It certificates. K-6: 2 per class handed out at fortnightly assembly

Free and Frequent

- ✓ Ernie points awarded in the playground and classroom. Collated on Class Dojo.
- ✓ Ernie points are used to purchase a reward from the end of term Ernie Rewards Day.

Principal

- ✓ Gold book – recipients published in the newsletter

Classroom Systems

- ✓ Individual in-class systems including goal charts, house/table points, positive messages home.

At the end of each academic year, students may be recognised at our Annual Presentation Day for their consistent effort and/or outstanding achievements.

Woodport Public School – PBL School Wide Expectations Matrix



Woodport Public School is committed to creating a safe environment where students value learning and respect the rights of themselves and others.

Safe <i>Working together to create and maintain a safe, positive, environment.</i>	Respectful <i>Having respect for yourself, others and the school environment.</i>	Learner <i>Participating fully in all school activities and working to achieve personal best.</i>
- Hands and feet to self - Play in designated area. - Right place, right time	- Polite talk - Listen to others - Follow instructions	- Participate - Personal best - Accept responsibility for actions

	I am Safe	I am Respectful	I am a Learner
Classrooms	- Hands and feet to self - Right place, right time - Use equipment with care - Walk quietly and sensibly	- Polite talk - Listen carefully - Allow others to learn - Keep our classroom tidy	- Always try my best - Take pride in my work - Participate in all activities - Learn from my mistakes - Be organised
Assembly (Lining up)	- Hands and feet to self - Stay in your own space	Wait quietly	- Listen with your whole body - Be ready, be on time
P1	- Walk on concrete - Hands and feet to self - Right equipment, right area, right way	- Polite talk when playing - Play by the rules	- Polite talk when playing - Include others - Play fairly
P2	- Food free zone - Hands and feet to self - Stay in bounds	- Agree on rules before you start - Move off quickly when first bell rings - Right ball, right area, right way	- Include others - Polite talk when playing - Play fairly
Sports Shed	- Sports shed members inside only - Right equipment, right way	- Return equipment on time - Polite talk	- Follow rules of the sport shed - Organise and store equipment safely.
P3	- Right ball, right area, right way - Seats are for sitting - Walk on concrete	- Wait for the teacher at P1 - Food free zone - Follow teacher instructions	- Include others - Polite talk when playing - Play by the rules
Hall	- Walk - Sit in your class line	Enter and exit quietly	- Participate - Listen attentively
Library	- Walk to activity - Lining up outside quietly	- Speak quietly - Treat books and equipment with care	- Follow teacher instructions - Listen to others
Technology	- Keep password private - Use appropriate apps and websites - Hands and feet to self	- Treat the equipment with care - Use only your username and password - Food free Zone/Clean hands	- Listen attentively to others - Ask for help if needed
Office	- Walk quietly to and from office - Enter by the correct door	- Polite talk to office staff - Wait your turn	Know your message
Toilets	- Hands and feet to self - Wash and go	- Quiet voice - Stay in your own space	Use only paper and water needed

Canteen	- Remain in the correct line - Hands and feet to self	- Wait behind marked line until called - Use manners and polite talk	- Know what you want to buy - Buy for yourself - Be patient
Bus Line	- Walk quietly to bus lines - Watch out for others - Bag on back with toys, phone and food packed away	Polite, quiet talk Be on time - Sit in the correct bus line	- Follow teacher instructions - Leave bus area in correct order - Look, listen and take care
Kiss n Drop	- Sit quietly & watch for your car - Hands and feet to self - Toys, games & mobile phones in bags	- Polite quiet talk - Keep walkway clear - Listen carefully for your name	- Right place, right time - Walk kerbside to enter car - Wait until the car stops
Transitions (throughout the school & morning and afternoon)	- Walk on the left - Carry equipment safely - Hands and feet to self	- Move quietly - Classes stay in lines	- Follow/listen to instructions - Right place right time
Exiting the school	- Walk quietly to exit point - Leave school grounds when the bell goes - Bag on back. Phones, toys and food in bags.	- Polite talk - Watch out for others	- Follow teacher instructions - Look, listen and take care - Be on time

Behaviour Code for Students

Woodport Public School sets high expectations for student behaviour in line with the Student Behaviour Code. [DoE Behaviour Code for Students](#)

We do this through role modelling, explicit teaching and planned responses. We provide guidance through planned opportunities for students. Consideration is given to individual students' situations and/or disability.

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.

In NSW public school students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

At Woodport PS we take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- Be and feel safe at school
- Access and fully participate in learning
- Be treated with respect by other students, teachers and staff
- Express personal views, set goals and self-advocate

Behaviour Code for Students: Student actions

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations outlined above, all students are expected to adhere to the following principles to the best of their ability:

Respect	Safety	Engagement
▪ Treat one another with dignity ▪ Speak and behave courteously ▪ Cooperate with others ▪ Develop positive and respectful relationships and think about the effect on relationships before acting ▪ Value the interests, ability and culture of others ▪ Dress appropriately by complying with the school uniform or dress code ▪ Take care with property	▪ Model and follow departmental, school and/or class codes of behaviour and conduct ▪ Negotiate and resolve conflict with empathy ▪ Take personal responsibility for behaviour and actions ▪ Care for self and others ▪ Avoid dangerous behaviour and encourage others to avoid dangerous behaviour	▪ Attend school every day (unless legally excused) ▪ Arrive at school and class on time ▪ Be prepared for every lesson ▪ Actively participate in learning ▪ Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Whole school approach across the care continuum

Woodport Public School will follow the Care Continuum, prevention, early intervention, targeted intervention and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Community of Practice	Community of Practice Look Fors detailing best practice in improving attendance, engagement and behaviour to ensure all students thrive.	Whole school community
	Positive Behaviour for Learning	School-wide systems and routines – PBL universal expectations, school-wide matrix, weekly lessons on expectations K-6, class action plan, positive playground plan, You Can Do It Detectives catch students showing 5 Keys to success on the playground (throughout year)	Whole school community
	Student Voice	Opportunities for all students to share ideas, make decisions and implement initiatives that they find important.	All students and staff
	Restorative Conversations	Staff use a restorative approach teaching children how to resolve conflict, and most importantly, allow students to have a voice. Link to information on restorative practice	All students
	Classroom adjustments	Teachers share classroom management and support strategies. Staff are accessible for students for guidance, support and assistance. Differentiated, Supplementary, Substantial or Extensive adjustments (NCCD) for students with specific needs.	Students with specific needs Teachers LaST AP
	Community/ Yarning Circle (daily)	A focus during the Community Circle is to show gratitude, appreciation, develop conflict resolution strategies and problem solve. Regular Community Circles are held in class to teach	All students and teachers

		students skills and strategies to build positive relationships and be a good friend.	
	PLPs / Goal setting	Plans with individual goals for all students including ATSI, HPGE, LS which are created in consultation with classroom teacher and shared with families.	All students
	The Anxiety Project	Lessons provide students, staff and families with strategies and tools to manage 'anxiety' effectively. Lessons are integrated within the PDHPE curriculum.	School community
	Transition	Handover at the beginning of each year involving previous teacher and the teacher of the student for the following year. Teachers complete handover sheets and place in programs, casual folder. Discussions take place with stage teams, support and RFF teachers. Information is passed on between pre-schools and other schools ensuring a smooth transition	Students and staff as needed. Principal Executive Discussions take place with teachers, support staff and stage teams
	Classroom Practice	Teachers and students collaboratively establish classroom routines, expectations, and behaviour support systems. Students actively participate in the process discussing established rules, expectations, routines and consistent and fair consequences giving explicit examples of what they look like in the classroom and playground. Mindfulness, movement breaks, and social/emotional learning (SEL) such as coping and calming strategies are integrated into the curriculum. Teachers maintain high expectations and provide quality, differentiated instruction to meet the individual learning needs of all students, with necessary adjustments documented in programs, individual student support plans (PLaSP) or Personalised Learning Pathways (PLP). Students are active participants in giving feedback and designing strategies and solutions that enhance engagement, ensuring approaches are truly reflective of individual/groups needs and preferences.	Individual class teacher/s with support of LaST, stage teachers & leaders
	The Zones of Regulation	Teachers and SLSOs use the common language of the zones when working with students. The Zones of Regulation are on display in classrooms and information is printed for the school community in the newsletter.	Whole school community
	You Can Do It! (YCDI)	The Five Keys to Success lessons are embedded in PDH programs and taught explicitly at a set time through our PBL lessons. The keys (getting along, resilience, confidence, organisation and persistence) are on display and are discussed.	Whole school community
	Anxiety Project	Class teachers deliver cognitive-behavioural lesson plans, employing both teacher-led and parent-led conversational techniques. Lessons help students learn to manage their anxiety effectively. The lessons are integrated within the PDHPE curriculum.	Whole school community
	Active Playground Supervision	Teachers on playground duty actively engage with students by patrolling the area (figure 8 around playground). They monitor specific concerns closely and wear high-visibility vests to ensure students can easily find support.	All staff
	Positive Playground	Alternative play spaces and groups are available for students, including the library, lab, sensory area, and games & craft tables. Woodport handball and structured playground rules are taught throughout the school. SLSOs actively support and encourage positive play and students' development of social skills and self-regulation.	All staff and students
	Positive Start	Morning Club offers a quiet, calm, space for students who require social skills support and a settled start to the day. The environment is a supportive space for a diverse range of students such as those who find it difficult to connect with others, need an organised and calm space, develop social skills or check in with teacher	All students Targeted students Exec

	School Representatives	Prerequisite to stand for a leadership position or team, clearly communicated through meetings and student contracts.	Interested students Suitable applicants
	Parent/Carers Support Group (neurodivergent students)	Parents/carers & AP wellbeing work collaboratively to support families with neurodivergent children (building awareness, professional learning, sharing and creating resources)	Whole School Community

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Communication & Classroom Management	Use of Sentral, email, face-to-face or personal phone calls to communicate with parents/carers Explicit teaching and modelling of specific skills including behaviour expectations and social skills is evident in all classrooms. All students are aware of the DoE's Behaviour code for students and school expectations.	Individual classes Parents/carers Teachers SLSOs Students
	Learning & Support Referral and Caseloads	Referral to the school's Learning and Support Team by teachers and executive for additional support and advice e.g. adjustments or plan(s) developed to learning or wellbeing program to support concerns	Individual students Learning and Support Teachers Learning and Support Team School Counsellor Parents/carers
	Culturally Safe Schools	Our Aboriginal Cultural program supports Aboriginal students through small group activities and learning. The students develop a strong sense of identity and connectedness with self, culture and Aboriginal Cultural teacher. Lessons on celebrating cultural diversity and explicit teaching of direct and indirect forms of racism.	Aboriginal and Torres Strait Islander students Parents/carers Aboriginal Cultural teacher Whole school community ARCO
	Transition Programs	Includes high school, Kindergarten, new enrolments, year to year and support & opportunity classes if required.	Students with additional needs
	Health Care Plan	Formal plan to administer medication to keep staff aware of health needs.	Students with health needs
	School Learning Support Officers (SLSOs)	SLSOs work with targeted students both in the classroom and in the playground. Games and equipment for the playground are planned in collaboration with students, developed and supported by SLSOs, implementing teacher or Exec led and guided strategies of support.	Individual students or small groups of students. SLSOs Teachers Exec
	Home School Liaison Officer (HSLO)	Supports AP Wellbeing with analysing attendance data and providing strategies to support students and families to restore students with attendance concerns.	Students and families Teachers AP Wellbeing
	Police Liaison Officer	Police talks to address age-appropriate issues e.g. legal age for social media accounts.	All students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Cool Off Zone (Time in reflection)	Students who have received reminders/U-Turn reminder (blue/yellow level) on class action plan or planned regulatory break.	All students
	Buddy Class	Students who reach "buddy class" on our class action plan. Time out of class to reflect, reset and turn it around when they return to class.	All students
	Structured Social Play & Groups,	Supported by the Learning & Support team including school chaplain to encourage positive social connections.	Targeted Students
	Reflection Room	Students who are referred to executive via behaviour management flowchart.	All students
	Behaviour Management Plan (BMP)	Formal plan using the escalation scale for proactive behaviour management developed in consultation with parents/ carers, student, teachers and learning support team.	Exec Teacher Student Parents/carers

	Risk Management Plan (RMP)	Formal plan created when a student is presenting with WHS risk in school.	Exec All teachers
	Attendance Plan	Plan created when a student's attendance continues to be a concern involves meeting with parents, exec to discuss attendance improvement plan and consultation with HSLO and school counsellor.	Individual students Parents/carers Teachers LaST HSLO
	Counsellor	Students referred to the school counsellor for further support and assessment. as needed. Support is prioritised by the Learning and Support Team and provided to students and their families, as required.	Individual students Parents/carers Teachers SLSOs
	Targeted Programs (Tier 2)	Small group programs focusing on targeted needs – learning or wellbeing with school chaplain, exec or SLSO.	Individual classes Parents/carers Teachers SLSOs Students
	AP Wellbeing	Leads the Learning and Support Team and manages attendance, access requests, SLSO and Chaplain supports	Exec Counsellor Learning Support teacher (LST) Teachers
	Functional Behaviour, Motivation and Sensory Assessments	Conducted by the LS teacher and AP wellbeing to assist with antecedent triggers and strategies	LST AP Wellbeing
	Additional Support	Delivery Support 'Team Around a School' – 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 Parents/Carers Teachers SLSOs DoE personnel
	Check in	Check in cards: students who require extra support and encouragement in the classroom and playground. Check in cards vary depending on student need and plans if applicable.	Targeted students All staff

Care Continuum	Strategy or Program	Details	Audience
Individual	Classroom Management	Written communication with parents/carers, and where relevant, the use of communication books or Sentral Check-in with reference to the Zones of Regulation. SLSOs support negotiated playground programs. Development of appropriate behaviour expectations and strategies with other staff members and parents/carers.	Individual students Parent/carer Learning and Wellbeing Officer
	Additional personnel	Development of appropriate positive behaviour expectations and strategies in partnership with staff members and parents/carers. Monitoring of the impact of support for individual students through continuous data collection. Provision of consistent strategies and adjustments outlined within an individual student support plan and/or individual behaviour support plan.	Individual students Parents/carers Teachers SLSOs Exec HSLO ARCO
	School Learning Support Officers	SLSOs provide support for students with disability both in the classroom and in the playground.	Student with disability
	Allied Health Support	External provider support such as OTs and STs organised by parents/carers.	Student with disability
	APLAS	To assist with students with complex behaviours providing support and strategies.	Student with complex behaviours

	Early Intervention Teacher	Supports via the development of individualised, coordinated and systematic transition to school or to early intervention links with other agencies and the community, the development of personalised learning and support for children in early childhood school settings and/or the first year of school, early intervention.	Transition to Kindergarten
	Part Day Exemption	Executive and parents/carers and student if appropriate, implement a personalised plan for part day exemption to increase student engagement and transition to full-time attendance, as needed.	Students with complex behaviours and needs
	Suspensions	Formal caution to suspend: Issued for major concerns of behaviour or repeated concerning behaviours that meet a certain criterion	Students with complex behaviours and needs
	Crisis Management Plan	Developed by the Principal for students and families who are struggling to maintain behaviour.	Students with complex behaviours and needs
	Access Request	Collection of data regarding individual students - Behaviour Response Plan, Behaviour Support Plan, Risk Assessment, Force Choice Assessment, Individualised Visual Story. Application for disability confirmation recognising diagnosis and completion of access request for a support class placement or integration funding.	Students with health needs including NDIS and disability. LST/AP Counsellor Teachers
	Learning and Wellbeing Officer (DoE)	Provides advice and support to access non-school based resources and complex cases.	Students with complex behaviours

Class Action Plan

The WPS Class Action Plan was developed in collaboration with staff, parents/carers, and students to promote positive behaviour and learning in a safe, inclusive, and respectful classroom environment. While an emphasis is on prevention and positive support strategies, the plan ensures that staff respond consistently to inappropriate or unwanted behaviours using fair, logical and predictable consequences.

We encourage student voice and treat all students with compassion, respect, and dignity, recognising they come from diverse backgrounds and experiences. Staff support all students by considering their individual needs and challenges, using positive language, explicit instructions, corrective feedback, redirecting behaviour, and engaging in reflective and problem-solving conversations. This approach fosters a classroom environment where all students can thrive.



Time in, Time out, Buddy Class and Reflection Room

Action	When and how long?	Who coordinates?	How are these recorded?
Check in with teacher	Classroom: multiple reminders, corrective feedback then brief teacher-student conversation CT coaches students for minor incidents & records on Sentral.	Teacher supervising class or playground	Reflection sheet(optional), Sentral (refer to Behaviour Management Flow Chart)
Buddy Class	Classroom: after teacher check in, time in (reflection/thinking sheet) then sent to time out - buddy class	Agreed buddy class (teacher) This may vary for students in the different Tiers.	Parent Letter, Sentral
Time-out	Playground: 2 x turn it around reminders, sit out 5-10mins (teacher professional judgement) 5-10mins	Space visible to duty teacher	Playground notification sheet (teacher professional judgement)
Reflection Room	Behaviours referred to exec following Behaviour Management Flow Chart 10-25mins	Assistant Principal (exec)	Sentral

Guidelines for Reflection Room and Time-Out

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students, do not respond positively to standards and expectations of the school, it may be necessary to apply consistent, fair, reasonable and proportionate (logical) action.

The Reflection Room is a structured consequence in a designated, open room/area and is designed for individual students or groups, when previous measures have not resulted in a positive change in behaviour or follow up from a previous incident is required. Its purpose is to support students in reflecting on behaviour (not punish them) and making positive choices in the future. Staff members must follow the Behaviour Management Flowchart and have used all classroom and playground behaviour strategies before completing a notification form and referring to exec.

Prior to Reflection Room staff will:

- follow classroom and playground behaviour management flowchart, completing all steps and notification documents
- investigate incidents discussing with all students involved – obtaining both sides of the story before referring to executive

Reflection Room executive will:

- provide students time to settle and calm down providing activities to assist with this if required
- give all students time to complete a reflection sheet and discuss the issue from their perspective
- investigate further if needed
- review expectations and support students with strategies, solutions and a plan for positive change utilising restorative discussions, WARM conversations, peer mediation and reflective thinking to facilitate this process

Parents are engaged through a parent letter or phone call home ensuring consistency between school and home while reinforcing the strategies implemented at school. Executive record incident on Sentral and check in with student to reward positive changes in behaviour.

- *Teacher directed time out (TDTO)* is a planned behaviour intervention that is implemented as a part of a behaviour support plan based on the assessment of the behaviour. It is used to prevent an escalation of behaviour and support teaching of appropriate behaviour and skills, such as self-regulation. TDTO is only used after other de-escalation strategies and teaching practices have been tried. TDTO is paired with restorative conversations as part of behaviour support planning including goals, explicit instruction, corrective feedback, measures to check progress and positive reinforcement. TDTO is for the shortest period of time within the playground and class. It is not a punishment and occurs in a pre-determined space determined by teacher and identified student and written in student behaviour plan.

Self-directed time out (SDTO) enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be part of a behaviour support response and documented as an agreed strategy. It is designed to provide an opportunity for the student to regulate emotions and behaviour. Identified students can use SDTO in the playground and classroom when needed supported by staff on duty and SLSO.



Responses to serious behaviours of concern

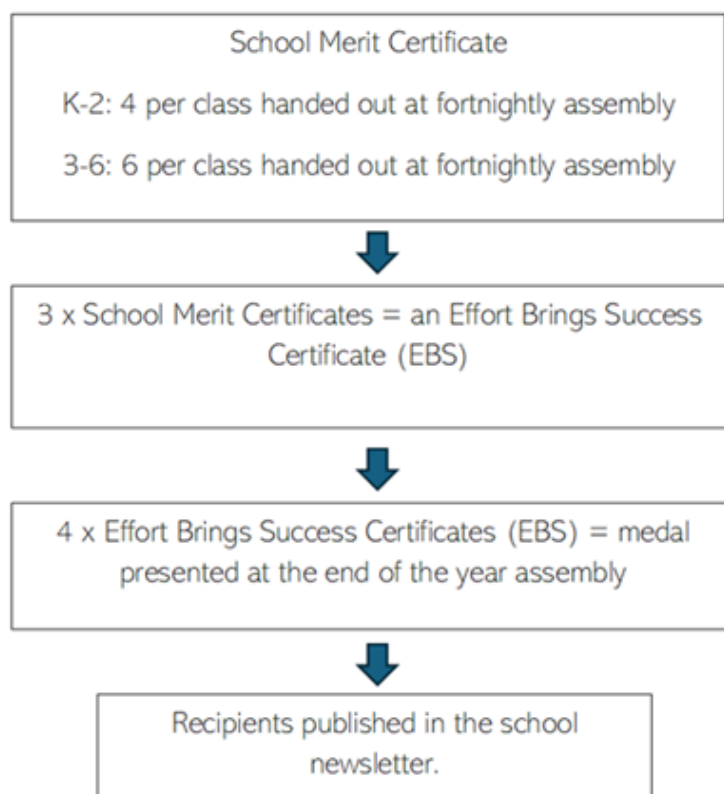
- All incidents of serious behaviours of concern, when notified, are dealt by executive as soon as possible. Consequences are enacted
 - Initial investigation, Reflection Room, Formal Caution to Suspend, Parent/Carers called an/or emailed and if needed Suspension.
- The NSW Department of Education Student 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.

This plan is reviewed biannually with input from students, staff, families/carers and the community. The school utilises an annual Parent Survey (TTFM) and P&C meetings to ensure the plan remains relevant for all families, valuing the perspectives of parents and carers. Students complete the TTFM survey biannually to incorporate student voice into our plan, allowing strategies to be adjusted to meet the evolving needs of our young people.

Plan developed by	Woodport Wellbeing team			
Plan endorsed by	Judy Boland		Position	Principal
Plan implementation date	Term 1, 2025		Plan review date	Term 4, 2025

Appendix 1: Merit System Flowchart

Merit Flowchart



Appendix 2: Classroom Behaviour Flowchart

Classroom Notification Slip	
Student Name: _____	Class: _____
Teacher: _____	Date: _____
Session: ☐ Morning ☐ Middle ☐ Afternoon ☐ WOOSH	
Location: ☐ Classroom ☐ Sport ☐ Library ☐ Computers ☐ Music ☐ Toilets ☐ Outdoor learning ☐ Hall ☐ Other	
☐ Eating Time	
Minor Behaviour: ☐ Refusal to follow a request ☐ Refusal to complete tasks ☐ Consistently calling out ☐ Consistently out of seat in the wrong place ☐ Inappropriate comments – Put downs, teasing, name calling ☐ Inappropriate tone/attitude – answering back ☐ Swearing (recorded) ☐ Minor physical contact – pushing in lines ☐ Unsafe behaviour ☐ Leave the group without permission in sight ☐ Misuse of school or personal property including ICT ☐ Other _____	Teacher response (please tick each step) ☐ Redirect, Reteach, Provide Choice ☐ Warning 1/ Warning 2 ☐ Time in/ reflection (reflection sheet) ☐ Time out/ reflection (buddy class – parent letter, CT enters incident on Sentral if required calls parents/carers) ☐ AP class (with notification slip & reflection sheet/parent letter) ☐ Managed by teacher ☐ Class teacher has entered information on Sentral and called parents/carers if required.
Possible Motivation: ☐ Gain peer attention ☐ Gain adult attention ☐ Gain activity/tangible ☐ Gain sensory ☐ Avoid peer attention ☐ Avoid adult attention ☐ Avoid activity/tangible ☐ Avoid sensory ☐ Unsure	
Major Behaviour: ☐ Minor behaviour has continued (buddy class 3x in a week or AP) (Send to AP with notification slip) ☐ Physical Aggression with intent ☐ Threatening comments / swearing at someone ☐ Harassment of individuals ☐ Bullying ☐ Leaving the group without permission out of teacher's sight ☐ Vandalism/graffiti, theft ☐ Throwing of furniture or equipment ☐ Breach of ICT Code of Conduct ☐ Racism – refer to ARCO after CT and AP investigates ☐ Other _____	Teacher response (please tick each step) ☐ Redirect, Reteach, Provide Choice ☐ Time in/ reflection (reflection sheet) ☐ Time out/ reflection (buddy class – parent letter, CT enters incident on Sentral if required calls parents/carers) ☐ AP class (with notification slip & reflection sheet/parent letter) ☐ Managed by teacher ☐ Immediate executive intervention required (send completed notification form) ☐ Executive has entered information on Sentral.
Possible Motivation: ☐ Gain peer attention ☐ Gain adult attention ☐ Gain activity/tangible ☐ Gain sensory ☐ Avoid peer attention ☐ Avoid adult attention ☐ Avoid activity/tangible ☐ Avoid sensory ☐ Unsure	
Investigation Details ☐ I have investigated and have both sides of the story. Witnesses: _____ _____ _____ _____	
Safe Respectful Learner	

Managing Behaviour Flowchart Classroom			
Safe		Respectful	
Teacher managed		Teacher managed	
Minor Behaviours Refusal to follow a request Refusal to complete tasks Consistently calling out Consistently out of seat in the wrong place Inappropriate comments – put downs, teasing, name calling Inappropriate tone/ attitude – answering back Swearing Minor physical contact Unsafe behaviour Leave the group without permission in sight Misuse of school or personal property including ICT	Response: Remain calm, use a respectful tone & determine why a student is disruptive or disengaged. <i>Use pre-comments, offer assistance</i> Warning 1: Check in U-Turn Prompt student using PBL classroom expectations. Redirect provide choice and encourage positive behaviour. <i>Positive to Negative 4:1</i> Warning 2: Check in U-Turn (refer to Warning 1 steps) <i>Positive to Negative 4:1</i> Time in: Reset & Reflect Student completes reflection sheet at designated table followed by CT conference Time out: Reset & Reflect Send student to buddy class with reflection sheet & letter to parent. Student completes letter to parent (CT calls home & enters on Sentral as a minor- no caring room) Stage Assistant Principal Send to AP class with notification slip, reflection sheet & parent letter. (CT writes in Sentral, AP determines appropriate management of behaviour) <i>Signed parent letters are returned to CT when completed in buddy class and AP when completed in reflection room.</i>	Major Behaviours Minor behaviour has continued. Buddy Class 3x in a week or AP that day Physical Aggression with intent Threatening comments - offensive swearing including at someone Harassment of individuals Leaving the class without permission out of teacher's sight (send for SLAC) Throwing of furniture or equipment (evacuate, call sec) Vandalism/graffiti/theft (refer to AP Caring Room) Breach of ICT Code of Conduct (refer to AP Caring Room) Racism (CT investigates and refer to AP or ARCO if applicable) Bullying	Response: Remain calm, use a respectful tone & determine reason for behaviour <i>Be mindful that a student who is angry/upset needs your support to regulate. Offer assistance & provide space and time when needed.</i> When appropriate, send to Time in: Reset & Reflect Student completes reflection sheet at designated table followed by CT conference. Send AP completed notification form to determine appropriate management of behaviour. Immediate executive intervention required, or behaviour escalates. (send completed notification form) Seek immediate executive intervention if child or others are at danger or risk. Exec investigates, notifies parents/carers and records on Sentral.

Appendix 3: Affective Questioning and Restorative Practice Information from the department

| NSW Department of Education

Affective questioning

Restorative conversations focus on the behaviour of concern or incident, promote a positive approach to resolving conflict and stabilize the identity of all students involved in the matter of concern. Effective questions elicit empathy, remorse and learning. It is important to:

- Ask questions that encourage self-reflection and problem-solving.
- Be empathetic. Students are often distressed during conflict. Put things into perspective by asking distressed students “is this the worst thing in the world?”
- Listen to understand. Allow students involved in the conflict to tell their side of the story. Validate their feelings with statements like, “I can see you are feeling frustrated” or “I can see this has really upset you”.
- Avoid interrogation and personal judgments. This can cause defensive responses.
- Recognise that in some situations there are no ‘quick fixes’ and it may require further intervention or support to see positive behaviour change.

Restorative questions

These questions can be used in one-to-one conversations, small groups or more formal restorative mediation conferences.

- What happened? Value the student’s voices and perspectives. Focus on the timeline of events without blame. Understand and identify the triggers.
- What did you want? Establish the need. We all behave to meet specific needs.
- Is it okay to want _____? Validate the need.
- Did what you do work for you? Identify behaviour of concern
- What could you try next time that would work for you? Identify replacement behaviours
- Do you think that might work? Validate replacement behaviour
- Who has been affected by what happened? The key question to trigger empathy and remorse. Think beyond those directly involved to see the ‘ripple effect’ of actions and consider the personal impact.
- In what way have they been affected? Name or describe the impact and acknowledge the consequences.
- What do you think you need to do to make things right? Devise agreed, realistic and meaningful resolutions to heal the harm.
- If the same thing happened again, what would you do differently? An opportunity for learning and verbalising alternative strategies.

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Appendix 4: Bullying Response Flowchart



Appendix 5: Restorative Practices in the classroom

Further Reading and Resources

Restorative practice in the classroom

Restorative practice is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful behaviour. Restorative practices remove power imbalances by focusing on building positive relationships.

Overview of restorative practice

Restorative practice focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm.

Teachers have an opportunity to model restorative strategies for students in the classroom. Have a think about your own classroom practices.

Think about the following:

- What do you do to actively ensure students in your class feel welcome and that they belong?
- How does your classroom environment impact how students communicate with each other and with you?
- how do you interact with the students in your class and how do you interact with colleagues?
- How do you respond when you have a conflict with one of your students?
- How do you respond when you see a conflict arising between students in the classroom?
- What process do you use to resolve conflict or disagreement in your classroom?
- How were students involved in the development of this process?

Mistakes and muck ups happen but we can fix them.
Choose to keep your conversations **WARM**.

W

What happened?

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What I am thinking now about what happened?

A

Affect

Who was affected by what happened?

Was what happened fair to them?

Was what happened the right thing?

R

Repair

What do I need to do to repair things?

How will this help put things right?

When can this happen?

M

Move Forward

How can we make sure this doesn't happen again?

What do you need to start/stop/stay doing?

If this happens again, what do you think should happen next?