NSW Department of Education

Woodstock Public School Behaviour Support and Management Plan

Overview

Woodstock Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)

- PAX Good Behaviour Game (PAX-GBG)

Woodstock Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Woodstock Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P & C and local AECG

Woodstock Public School will communicate these expectations to parents/carers through the school newsletter, P&C meetings and social media (where appropriate). 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

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

To be safe, be respectful and be on task.

Be Safe	Be Respectful	Be on Task
Keep hands/feet to yourself	Listen to and follow instructions	Focus on your own learning
Use all equipment appropriately	Use appropriate language	Be ready to learn
Seek assistance when needed	Always be polite	Give challenging work your best effort

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

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 cyberbullying 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Positive Behaviour for Learning is implemented to improve the learning and wellbeing of all students.	K-6 students
Prevention	PAX-GBG	The PAX Good Behaviour Game has been implemented across the school to further support and encourage student positive behaviour.	K-6 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	The school runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention/Early intervention	Upstairs and Downstairs Brain (Sel Sketches)	Students learn about how their brain works and how to manage their emotional responses to situations in the real world. Students will explore different strategies that will assist students in emotional regulation.	
Prevention/Early intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Woodstock 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 child or young person'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 their class teacher or 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

Woodstock Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	Principal/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: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	Principal collects information and reviews the incident from multiple perspectives and determines next steps. Principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
All social-emotional learning programs are taught as a part of the schools PDHPE program.	Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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
- 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, 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.

- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

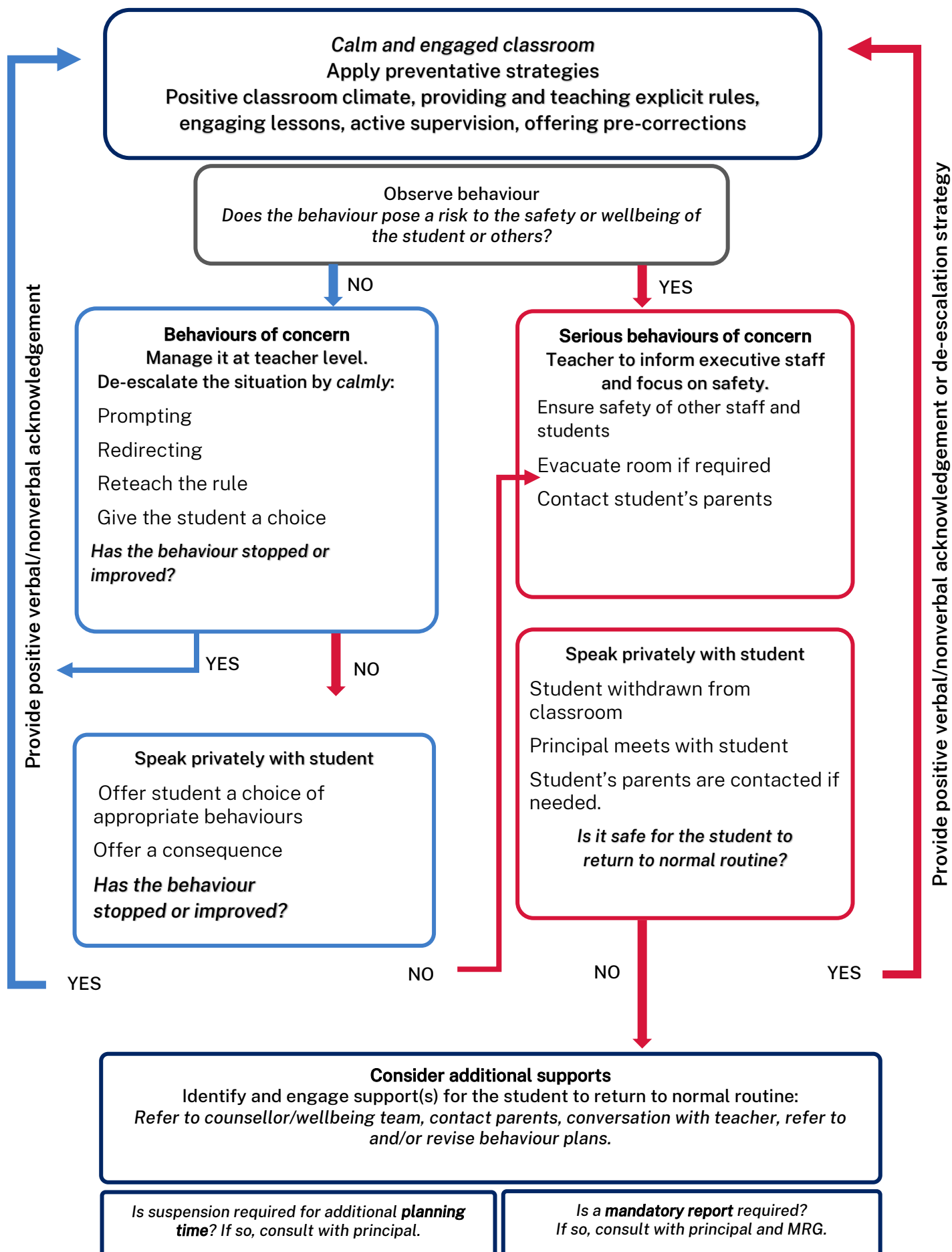| Strategy	When and how long?	Who coordinates?	How are these recorded?

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time.	Detention may occur during either a lunch or recess break on the day of the behaviour. It may occur during the lunch break on the next school day should a behaviour occur in the final school session of the day. Not longer than 10 minutes to allow the student(s) to have sufficient time to eat, play and visit the bathroom.	Class Teacher or teacher who discusses the behaviour with the student.	Documented in school record system
Teacher-directed time-out Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.	• to use a space within the classroom or nearby where the student can be supported • the student is monitored by the teacher it is for the shortest possible time.	Teacher-directed time-out should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress, and personalised feedback to the student as they develop replacement behaviours.	Teachers may record these in their daybook.
Self-directed time-out Self-directed time-out enables students to leave a stressful situation for time alone and is often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out	The student: • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time-out from the classroom • signals and leaves the classroom or educational activity without prompting or support • goes to a prearranged room or area e.g. a garden, quiet space, lounge • room • is monitored at all times while they are having self-directed time • chooses to return to the classroom or educational activity as soon as they feel able to do so and within an agreed time frame as part of their plan.	The student and teacher may have a pre-arranged signal. SLSO is available to support students who work at targeted and individual behaviour support status.	Teacher/SLSO to record in their daybook. May need to track to ensure the strategy is not used as work avoidance.
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system

Review dates

Last review date: Friday 6 February, Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)

Calm and engaged classroom
Apply preventative strategies
Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe behaviour
Does the behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

Provide positive verbal/nonverbal acknowledgement

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

Behaviours of concern
Manage it at teacher level.
De-escalate the situation by *calmly*:

Prompting

Redirecting

Reteach the rule

Give the student a choice

Has the behaviour stopped or improved?

YES

NO

Serious behaviours of concern
Teacher to inform executive staff and focus on safety.
Ensure safety of other staff and students

Evacuate room if required

Contact student's parents

Speak privately with student

 Offer student a choice of appropriate behaviours

Offer a consequence

Has the behaviour stopped or improved?

Speak privately with student

Student withdrawn from classroom

Principal meets with student

Student's parents are contacted if needed.

Is it safe for the student to return to normal routine?

YES

NO

NO

NO

YES

Consider additional supports
Identify and engage support(s) for the student to return to normal routine:
Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans.

*Is suspension required for additional **planning time**? If so, consult with principal.*

*Is a **mandatory report** required?
If so, consult with principal and MRG.*

Appendix 2: Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students