

School Behaviour Support and Management Plan WWPS

Overview (2.1.1)

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

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

Key programs are prioritised and valued by the school community in order to provide practices and strategies to help support and enhance pro-social behaviour. They include:

- Positive Behaviour for Learning (PBL)
- Zones of Regulation (ZoR)

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.

Partnership with parents and carers (2.1.2)

Woy Woy Public School will communicate these expectations to parents/carers through the school newsletter, Sentral platform and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Parents and carers play an important role in the school community. Woy Woy Public School works to create a positive environment for students, staff and the entire school community that supports student learning. We strive to ensure that every student is known, valued, and cared for. The best education happens when students, parents and schools work together [The School Community Charter](#) informs parents and carers on how to engage with NSW public schools.

At Woy Woy Public School, parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from teaching staff will be timely, polite, informative and solutions focussed.
- professional relationships with school staff will be based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

Woy Woy Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. The school will work collaboratively with families, students and relevant agencies when developing

student learning, wellbeing and safety supports. The school will use a variety of communication channels to make sure that written communication is appropriate, fair, and easy to read.

School-wide expectations and rules (2.1.3)

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

To be **Responsible, Respectful and Engaged** learners.

Responsible	Respectful	Engaged
I look after myself and others	I show whole body listening	I challenge myself to do better everyday
I am prepared for learning	I use appropriate language	I follow instructions
I am honest	I care for the environment	I actively participate
I play fairly	I speak politely to others	
	I wear school uniform	

Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

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 (2.1.4)

At Woy Woy Public School, we are committed to providing a safe, inclusive, and supportive environment with a positive and inclusive school culture that promotes the wellbeing and success of all. Schools need to be safe and happy places for students and their teachers. Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school. For this to occur, public schools need to be places where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare. Working together in a positive school climate supports learning and wellbeing. The development of positive relationships and consistent high expectations enables all stakeholders to accept responsibility for their learning and wellbeing in a safe and supportive environment. The physical, social, and emotional wellbeing of all students, staff and community members is supported in the school environment. The table below outlines many of the programs and strategies the school utilises



to promote positive, inclusive and safe behaviours. They provide opportunities for teachers to model, explicitly teach, recognise and reinforce positive behaviour

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	School-wide expectations, Behaviour Management Plan (matrix), Behaviour Consistency Guide, Yali tokens and weekly lessons based upon data and need.	All students
	Social Emotional Learning (SEL)	Weekly lessons aim to develop understanding and skills to nurture a positive sense of self, promote respectful relationships, build capacity to manage emotions, behaviours and interactions with others.	All students
	Zones of Regulation	Using the common language and scale to assist students in identifying emotions.	Students with at-risk behaviour
	Reasonable Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Identified students
	Chill Club	Daily opportunity to support individual playground needs.	Identified students
	Student Wellbeing Self-Assessment	Provides all students in Year 1-6 with an opportunity to report their own wellbeing across the three themes of the Wellbeing Framework: Connect, Succeed and Thrive.	Year 1-6
Early intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Learning & Support	Referral/Caseload Referral made by classroom teacher for additional support and advice.	Identified students
	Functional Behaviour Assessment (FBA)	Completed in consultation with Learning and Support to assist with antecedent triggers.	Students with at-risk behaviour



Care Continuum	Strategy or Program	Details	Audience
	Transition Program/s	Includes high school, kindergarten, new enrolments and support class.	Identified students
	Staff Communication Meetings	Critical information sharing to inform staff of students to monitor.	Staff
	Social Groups (Tier 2 programs)	Intervention focusing on social/emotional wellbeing	Identified students
Targeted intervention	Behaviour Management Plan	Formal plan using the CPI Crisis Development scale for proactive behaviour management. Proactive approach for vulnerable students, ensuring a successful day when CT is absent.	Identified students
	Behaviour Response Plan	A behaviour response plan is to be used when a student's behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.	Identified Students
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	Identified students
	Targeted Intervention	Supported Playground Plan for students who require playground assistance and/or very close monitoring for a limited amount of time, with frequent review.	Targeted students
	Buddy Class / Executive	For students who require a circuit breaker & time to reflect.	Identified students
	Reflection Room	Restorative justice discussions held with executive staff in regard to behaviours of concern.	Identified students
	Individual intervention	Monitoring Cards	Given to identified students who require supports and have or are at risk of receiving a warning of suspension, to support ongoing check-in with an executive.



Care Continuum	Strategy or Program	Details	Audience
	Social Wellbeing programs	Individual or small groups of children referred to the LST are selected to participate in targeted programs to support SEL. Programs include: Worry Woos, Top Blokes, Sparkle Girls, Rock and Water, Stronger Braver Wiser Mindfulness and Empowerment Program.	Identified students
	Allied Health Support	In-school support such as OTs and speech. As well as, supporting external providers (organised by parents or carers).	Identified students
	Disability Confirmation Sheet (DCS)	A Disability Confirmation Sheet (DCS) to assist with recognised diagnosis.	Students with at-risk behaviour
	Access Request (AR)	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with health needs (inc. NDIS) or a disability
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	Students with complex behaviour
	Part Day Exemption	A formal plan to assist students with transition back to school.	Students with complex behaviour
	Formal Caution	Issued for concerning or repeated behaviours which meet a certain threshold.	Students with complex behaviour
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	Students with complex behaviour
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	Students with complex behaviour

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying (2.1.5)

Identifying behaviour 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

Woy Woy Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member

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 are recorded on the Sentral Wellbeing internal data system

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • short time-out • detention, reflection and restorative practices • communication with parent/carer.

At Woy Woy Public School all school staff, including principals, teachers and support staff adopt a prevention focused approach to address the full spectrum of student needs. Our staff model, explicitly teach, recognise and reinforce positive behaviour and behaviour expectations. Positive Behaviour for Learning (PBL) and the Zones of Regulation (ZoR) consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Throughout the year, students earn **Yali Tokens** for displaying positive behaviour both in the classroom and the playground. These tokens accumulate throughout the term and are used to purchase rewards on the PBL Rewards Day.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed



<p>1. Behaviour expectations are taught and referred to regularly through targeted PBL lessons. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral data system.</p>	<p>3. Use direct responses e.g., rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral data system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Zones of Regulation)</p>	<p>4. Teacher records on Sentral data system at earliest convenience. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contacts parent/carer through the parent portal or phone call. They are used to</p>	<p>Teacher contacts parent/carer through the Parent Portal or phone call</p>	<p>Parent/carer contact is made by school executive to discuss any support and</p>



communicate a student's effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the Sentral Wellbeing platform. These may include:

- review and document incidents
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

Reporting and recording behaviours of concern

Staff will comply with Staff will comply with reporting and responding processes outlined in the: [Incident Notification and Response procedure](#)

- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

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

Detention, reflection and restorative practices

Restorative justice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is empathy-based, supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Woy Woy Public School staff use Individual Behaviour Response Plans and support documents when behavioural incidents occur. All decisions are consistent and in line with the plan. Minor classroom incidents to be dealt with at teacher discretion using basic support Strategies. When a student has been referred to a member of the school executive team due to their involvement in an incident or incidences of negative behaviour, we



take on a restorative justice approach that works with students, rather than doing things to them or for them. Consideration is given to ensure the student has regained their emotional control prior to commencing discussing the incident. This conversation can take place in the Deputy Principal’s office, the Principal’s office, or the Reflection Room during a break time with a member of the school’s executive team. When these conversations take place, they will be recorded on the Sentral Wellbeing platform, parents will be called, and reflection notifications will be sent home so families can work alongside the school to ensure positive outcomes.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – 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	Deputy Principal Inclusion and Support	Documented in Sentral data system
Supported playground – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	1 week maximum	Deputy Principal Inclusion and Support/ Stage Assistant Principal	Documented in Sentral data system
Restorative practice- circles in groups	Scheduled for either a lunch or recess break	Deputy Principal Inclusion and Support/ Stage Assistant Principal	

Review dates

Last review date: 31/01/2025, Term 1, 2025

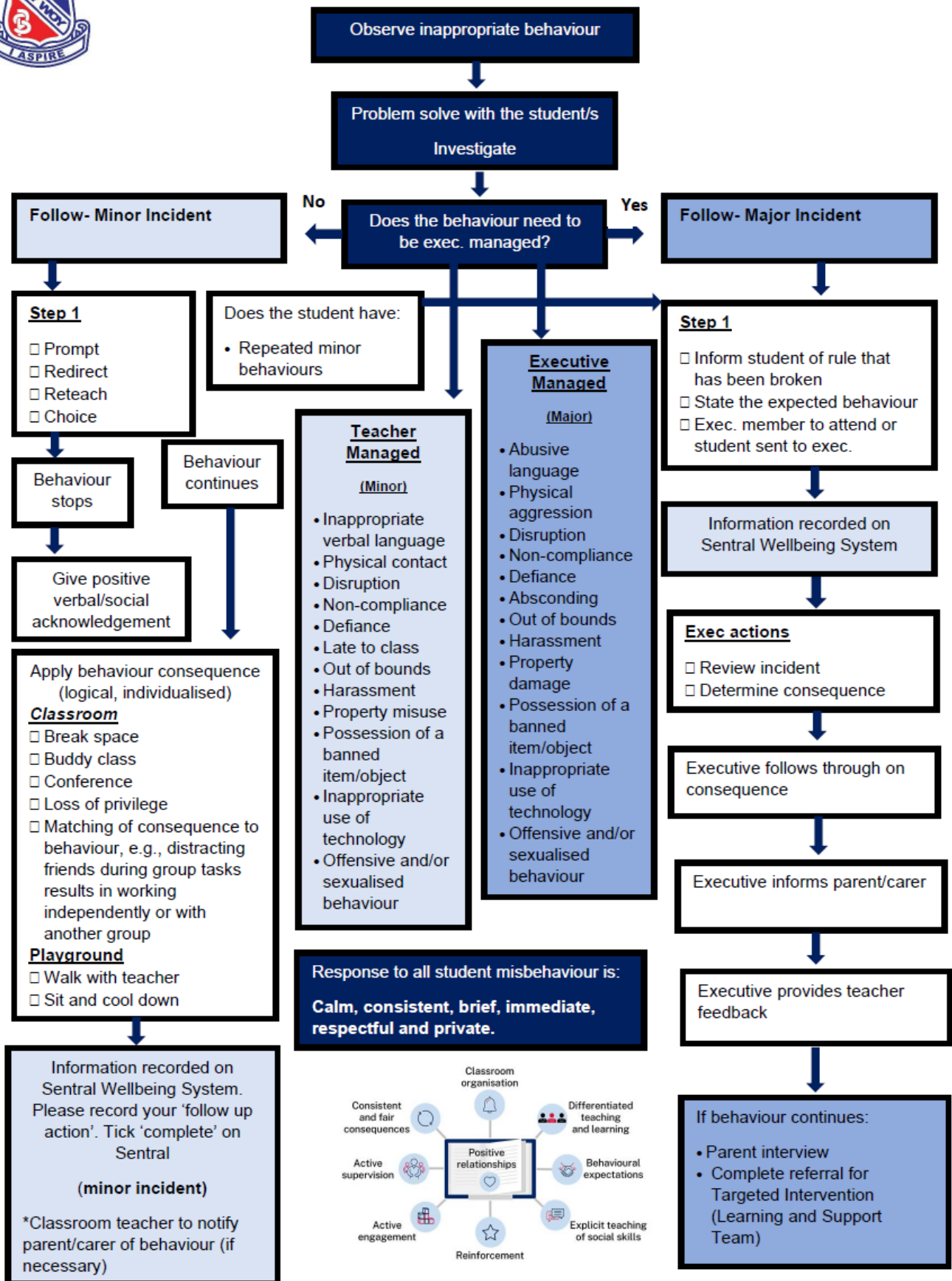
Next review date: 31/01/2026, Term 1, 2026



Appendix 1: Behaviour management flowchart



Woy Woy Public School Behaviour Management Process



Appendix 2: PBL Behaviour Consistency Guide



Woy Woy Public School Behaviour Consistency Guide

Response to ALL behaviour is: **calm, consistent, brief, immediate, respectful and private**

Expectation: Positive acknowledgement- Yali rewards and verbal praise

Green: Teacher correction procedure- conversation, reminder of expectations, recorded when the behaviour is continual from the same student

Blue: Record on Sentral (minor)- teacher applies appropriate immediate consequence, recorded at the time of the incident (or as close as possible), CT is advised of behaviour. If pattern of behaviour continues, discuss with executive.

Red: Record on Sentral (major)- removal from classroom or playground. Executive to review incident and issue consequence



Incident Types			
<p><u>Inappropriate verbal language/abusive language</u> Speaking politely to others Swearing when shocked or in pain Deliberately swearing when communicating with others Abusive language directed at other students or teachers Use of sexually explicit language</p>	<p><u>Physical contact/physical aggression</u> Keeping hands and feet to yourself Unintentional contact Deliberate (but low-level) Hitting or striking with intent to hurt</p>	<p><u>Disruption</u> Actively participating Calling out/ talking while the teacher is speaking or failure to remain on-task Repeated instances of disruptive behaviour Continually and deliberately disrupting classmates and/or lesson</p>	<p><u>Non-compliance</u> Doing what's been asked the first time Slow to comply with requests Needed to be asked several times before complying Refusal to comply with request Removal of self without compliance – walking away</p>
<p><u>Defiance</u> Listening carefully and following instructions Indistinct mutterings or low-level negative comment(s) Lack of respect in tone, manner and body language Aggressive tone along with refusal to comply and/or offensive language</p>	<p><u>Late to class/absconding</u> Being in the right place at the right time Late to class when returning from a break – isolated incident Late to class when returning from a break/bathroom – repeat offence Leaving the classroom without permission and not returning for a sustained period. Not returning to class after a break Attempting to run away/hide onsite Leaving school grounds</p>	<p><u>Out of Bounds</u> Being in the right place at the right time Unintentional presence in an OOB area when wandering Presence in OOB area for a sustained period Presence in OOB area and intentionally evading supervision</p>	<p><u>Harassment</u> Taking action against bullying behaviour Isolated inoffensive or unintended put-down Isolated but hurtful put-down Repeated or sustained put-downs Use of highly offensive put-downs Repeated gestural harassment Making threats Derogatory racial remarks</p>
<p><u>Property misuse/property damage</u> Caring for belongings Accidental breakage due to careless use Accidental breakage and/or reckless misuse Intentional damage, including deliberate breakage, graffiti or vandalism</p>	<p><u>Possession of banned item/object</u> Making safe and sensible choices Possession of banned item(s)- first offence but complied with request for submission Possession of banned item(s)- repeat offence or argumentative Possession of a dangerous or potentially harmful item or weapon</p>	<p><u>Inappropriate use of technology</u> Following the 'Acceptable use of Technology Agreement' Forgot to hand in electronic device to office Isolated but deliberate non-compliance with handling electronic device Use of electronic device to harass or upset other students (cyberbullying) Intentional misuse or damage of school ICT equipment</p>	<p><u>Offensive and/or sexualised behaviour</u> Speaking politely to others Offensive or sexualised behaviour- isolated incident Repeated instances of offensive or sexualised behaviour- low-level Continuous instances/ high-level offensive and/or sexualised behaviour.</p>

Appendix 3: Bullying Response Flowchart



Appendix 4: Managing reports of racism flowchart

Managing Reports of Racism- Woy Woy Public School Flowchart

The person receiving the report (teacher, member of staff, or principal) receives and acknowledges the report, identifies concerns, clarifies expectations, and provides support in collaboration with the Anti Racism Contact Officer (ARCO).

Report of racist behaviour by staff	Report about a policy, process, or system	Report of racist behaviour by a student
Reports of racist behaviour and religious intolerance by employees are managed with reference to PES Guidance on Misconduct. PES Reporting Guide is used to determine the most appropriate response.	Reports relating to racism in decision-making, or the departments systems are managed to Staff Complaint procedures (concerns raised by employees about workplace issues or Community Complaint procedures (concerns raised by community members).	Reports of racist behaviour and religious intolerance in schools displayed towards other students, teachers or community members are managed using the Anti-Racism policy and the Student Behaviour policy. All reports are passed on to the ARCO, immediately.
If PES becomes involved, they will provide advice to next steps. If PES are not involved, direct management action and conflict resolution is used by the workplace manager and/or ARCO.	Communicate the outcome to the complainant and other relevant parties.	ARCO gathers information and follows the school's behaviour management procedures. Decision and made on the outcome and implemented.
Determine the outcome and communicate it to the person who raised the concern and other relevant parties. Make a record of the report and outcome.	Make a record of the report and outcome.	Inform the person raising the concern and other parties (as appropriate) of the outcome and record the decision and steps taken to address the report of racism.
Implement and follow up on any required actions. Check in with the person who made the report and anyone who experienced or witnessed racism.		Follow up on any required actions. Check in with the person who made the report and anyone who experienced or witnessed racism.

