



NSW Department of Education



# Wyong Public School

## School Behaviour Support and Management Plan

**Principal:** Mitchell Welham

**Plan Updated:** December 2024 – January 2025

### School Context

Wyong Public School (WPS) is a dynamic learning community located on the Central Coast of New South Wales. It currently has an enrolment of 435 students, 28% of which are Aboriginal. With a strong commitment to academic excellence and student wellbeing, WPS caters to a diverse student body, offering two highly sought-after Opportunity Classes (OC) for academically gifted students and three support classes that provide tailored programs for students with additional learning needs.

Our school provides a rich variety of programs, ensuring students have opportunities to excel across academic, sporting, cultural, and artistic domains. We are proud to offer a wide range of extracurricular activities, including visual and performing arts, competitive sports, and cultural programs that celebrate our community's diversity. With an Aboriginal Education Officer (AEO) and a strong focus on inclusivity, WPS supports the educational and cultural needs of Aboriginal students, promoting respect and understanding of Aboriginal cultures across the school.

In 2025, Wyong Public School will introduce a Family and Student Support Team (FaSST), dedicated to catering for students' cognitive, social, emotional, and other diverse needs. This team will work closely with families and external agencies to provide holistic support and ensure that every child is equipped to thrive academically and personally.

Our school benefits from a passionate and supportive Parents & Citizens (P&C) association, and the leadership team is focused on driving positive growth and improvement. With well-resourced facilities and a commitment to creating a safe, inclusive environment, Wyong Public School is dedicated to preparing students for a successful future.

### 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 [here](#). This document translated into multiple languages is available here: [Behaviour code for students](#).

### Links to the NSW Department of Education

- [Behaviour Code for Students](#)
- [School Community Charter](#)
- [Team Around a School](#)

What Evidence and Data does the School Collect?

This plan is updated annually. It is important that the school use the most relevant data to make evidence-informed decision around best-practice that reflects the needs of students.

- Student emotional check-in data via *Life Skills Go* (daily).
- Behaviour and incident data via Sentral (daily).
- Reflection data via internal record keeping methods (fortnightly).
- School, class, cohort and individual attendance data via Sentral (weekly).
- Annual student wellbeing snapshot via *Rumble’s Quest* (yearly).
- Student voice via the *Tell Them from Me* survey (yearly).
- WHS incident reporting via SCOUT (Principal access only).
- Parent & Community voice via an annual Community Satisfaction Survey (annually).
- Discussions, feedback and ideas from the Wyong P&C (twice a term).

Staff Professional Learning

A consistent, whole-school approach to behaviour is recognised as best practice. The Principal is responsible for leading the strategic directions of the school, including a focus on wellbeing and behaviour management. The Principal has access to professional learning dashboards which enable annual tracking of completed PL.

- |                                      |  |
|--------------------------------------|--|
| • Code of Conduct                    | completed annually by all staff        |
| • Child Protection                   | completed by all staff upon employment |
| • Work with Children check           | updated every five years by all staff  |
| • Trauma-Informed Practice           | last updated 2024 (all staff)          |
| • Understanding Behaviour            | to be delivered in 2025 (all staff)    |
| • De-escalation of Student Behaviour | to be delivered in 2025 (all staff)    |

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is an approach to promoting positive behaviour in schools by explicitly teaching and reinforcing social and academic behaviours. PBL aims to prevent and reduce problem behaviours by establishing clear expectations and procedures, providing opportunities to practice and acknowledge positive behaviours, and creating a positive school environment. PBL involves a team-based approach, with school administrators, teachers, students, and parents working collaboratively to develop and implement PBL strategies.

Restorative Practices

Restorative practices in schools is an approach to discipline that focuses on building relationships and repairing harm caused by conflicts, rather than solely punishing students for their misbehaviour. Restorative practices aim to create a positive and inclusive school culture by using strategies such as circle meetings, restorative questions, and other methods to promote positive behaviours and prevent conflicts. The approach is based on the principles of restorative justice and seeks to repair harm and restore relationships, rather than simply punishing offenders.

## Anti-Racism Strategy

### Anti-Racism Officer: Mrs Kylie Adams

The Anti-Racism Contact Officer (ARCO) is a teacher or executive member of staff who has been nominated by the principal to support anti-racism education in the school. The ARCO has:

- a commitment to anti-racism education
- good communication and interpersonal skills
- trust across students, staff, parents/carers and the school community.

The ARCO plays an important role in assisting and working collaboratively with the principal to implement major aspects of the Anti-Racism Policy:

#### Promote anti-racism education

- provide advice on incorporating whole school anti-racism education strategies in school planning
- facilitate professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing
- assist teachers to access resources which build awareness and understanding of the impacts of racism
- promote upstander responses to incidents of racism for staff and students.

#### Support the reporting process

- provide advice to students, staff and community members about how to report racism
- support teachers to address reports of racism involving students through approaches such as restorative practice which promote respectful behaviours
- manage reports of racism made by students against other students in accordance with the Student behaviour policy and the school's behaviour procedures
- provide impartial support to the person making the report of racism during the process to increase the likelihood of a satisfactory outcome
- provide advice related to the impact of racism to the principal and/or nominated staff member managing the report.

#### Collect data

- maintain records of reports of racism and outcomes
- identify which datasets regarding racism should be collected
- analyse significant statistical trends in relation to reports of racism.



## Our Partnerships with Parents & Students



### Annual Surveys

We conduct a number of surveys throughout the year to obtain vital feedback on student wellbeing and behaviour. These include

- Community Satisfaction Survey (Term 3 for parents/carers)
- Rumble's Quest Survey (Term 4 for students)
- Tell Them from Me Survey (Term 3)



### Digital Messaging

Parents and carers have access to their child's teacher through the Sentral Parent Portal app. The app enables parents to direct message (DM) teachers, for teachers to DM parents/carers and enables families to communicate with the school on attendance, payment, permission and much more. Parents/carers can typically expect a response from a teacher within 2-3 business days.



### Phone Calls

Staff at Wyong Public School have a digital communication register which ensures that any meetings or phone conversations are captured and stored against their child/ren. Teachers will generally attempt to contact parents/carers before and after school, however through the day communication is sometimes required.



### Assistant Principal Wellbeing

We have a dedicated staff member to wellbeing at Wyong Public School. Their role encompasses behaviour planning, learning & support, attendance, health needs and intervention.



### Schools as Community Centre (SaCC)

Wyong Public School has a SaCC on site which supports families in our community with pre-school aged children (0-5 years). The SaCC offers a range of parenting and family programs for free and is an important resource in assisting families before their child starts school.



### Aboriginal Education Officer (AEO)

The role of an Aboriginal Education Officer (AEO) in NSW schools is vital in supporting the educational outcomes and well-being of Aboriginal students. AEOs work closely with students, families, and staff to ensure culturally appropriate and supportive educational environments. Their



### Student Support Officer (SSO)

A Student Support Officer (SSO) in NSW schools plays a crucial role in promoting student well-being and assisting in the development of a positive and supportive school environment. Their responsibilities typically include wellbeing and emotional support, promoting positive relationships, collaboration with Families, collaboration with school staff and linking to external agencies:



### School Events

Wyong Public has a diverse range of school events that engages families and promotes academic, social, emotional and sporting achievements. They include (but aren't limited to) dance groups, choir, didge group, sporting teams, sporting carnivals, debating, music, chess and much more.



### P&C

The Wyong Public School P&C is made up of parents, carers, teachers, and interested citizens who collaborate to support the school. The key roles of our P&C include supporting the school community, fundraising and resource support, promoting parental engagement, running of the school's uniform shop and advocating for school improvements.



### Ngara AECG

Ngara AECG provides advice, advocacy, and support to ensure that the educational needs and aspirations of Aboriginal students are met. Our local AECG is a community-based, representative group that works in partnership with schools, parents, and local communities to strengthen educational outcomes for Aboriginal students.

## Celebrating Positive Behaviour & Attendance

### Rewards Session (end of term)

Tier	Attendance	Behaviour	Types of Rewards
1. <b>PINK</b>   upper	Above 86%	Level 0	LEGO Makers, Movie (Rated G)
2. <b>BLUE</b>   middle	Between 76% & 85%	Levels 1 & 2	Disco and Zooper Dooper
3. <b>GREEN</b>   lower	Lower than 75%	Levels 3 & 4	Water play, sprinklers, pizza party, ice-blocks

#### Behavioural exceptions:

- If a student has 1 major incident in a single term – automatically blue level of rewards session choice.
- If a student has 2 or more major incidents in a single term – automatically green level of rewards session choice.

#### Attendance exceptions:

- If a students' attendance is between 76% and 85% in a single term – automatically blue level rewards session choice.
- If a students' attendance is 75% or below in a single term – automatically green level rewards session choice.

#### Examples of End of Term Rewards:

- Free Playtime & Sausage Sizzle
- WPS Cinema (choose between 4 movies)
- LEGO Makers
- Watching a movie and an ice block
- Playing on the obstacle course and sport games
- Free drawing and art

### Fast and Frequent

Small tickets given to students who are following school-wide expectations.

### Assembly Merit Award

Students are recognised for their outstanding efforts in fortnightly assemblies. Names go into the newsletter

### End of Term Awards

End of term merit awards for recognition towards learning and wellbeing in every class.



## Bullying (8 Steps)

### IDENTIFY THE BULLYING INCIDENT

1. **Is it bullying?**
  - Look for **repeated** negative behaviour (physical, verbal, social, or cyber).
  - Determine if there is a **power imbalance**.

### REPORT THE INCIDENT

2. **Who should be informed?**
  - **Students:** Report to a teacher or trusted adult.
  - **Staff:** Report to the school leader or designated bullying prevention officer.

### ASSESS THE SITUATION

3. **Gather Information:**
  - Interview the victim, alleged bully, and witnesses.
  - Document details (date, time, location, and nature of the bullying) on Sentral.

### IMPLEMENT IMMEDIATE SUPPORT

4.
  - **For the Victim:**
    - Provide emotional support and ensure safety.
    - Discuss coping strategies and self-advocacy.
  - **For the Bully:**
    - Implement appropriate consequences (as per school policy).
    - Encourage reflection on behaviour and its impact.

### DEVELOP AN ACTION PLAN

5.
  - **Intervention Strategies:**
    - Facilitate a meeting between involved parties (if safe) and engage parents/carers.
    - Engage in restorative practices or mediation if appropriate.

### MONITOR THE SITUATION

6.
  - **Follow-Up:**
    - Regular check-ins with the victim and bully. Keep parents/carers informed.
    - Evaluate the effectiveness of the action plan and adjust as needed.

### REVIEW AND REFLECT

7.
  - **Gather Feedback:**
    - Collect feedback from all parties involved.
    - Review policies and procedures for continuous improvement.

### EDUCATE THE COMMUNITY

8.
  - **Promote Awareness:**
    - Conduct workshops and information sessions for students, staff, and parents on bullying prevention and intervention strategies.



### KIDS HELPLINE

1800 55 1800

<https://kidshelpline.com.au/>

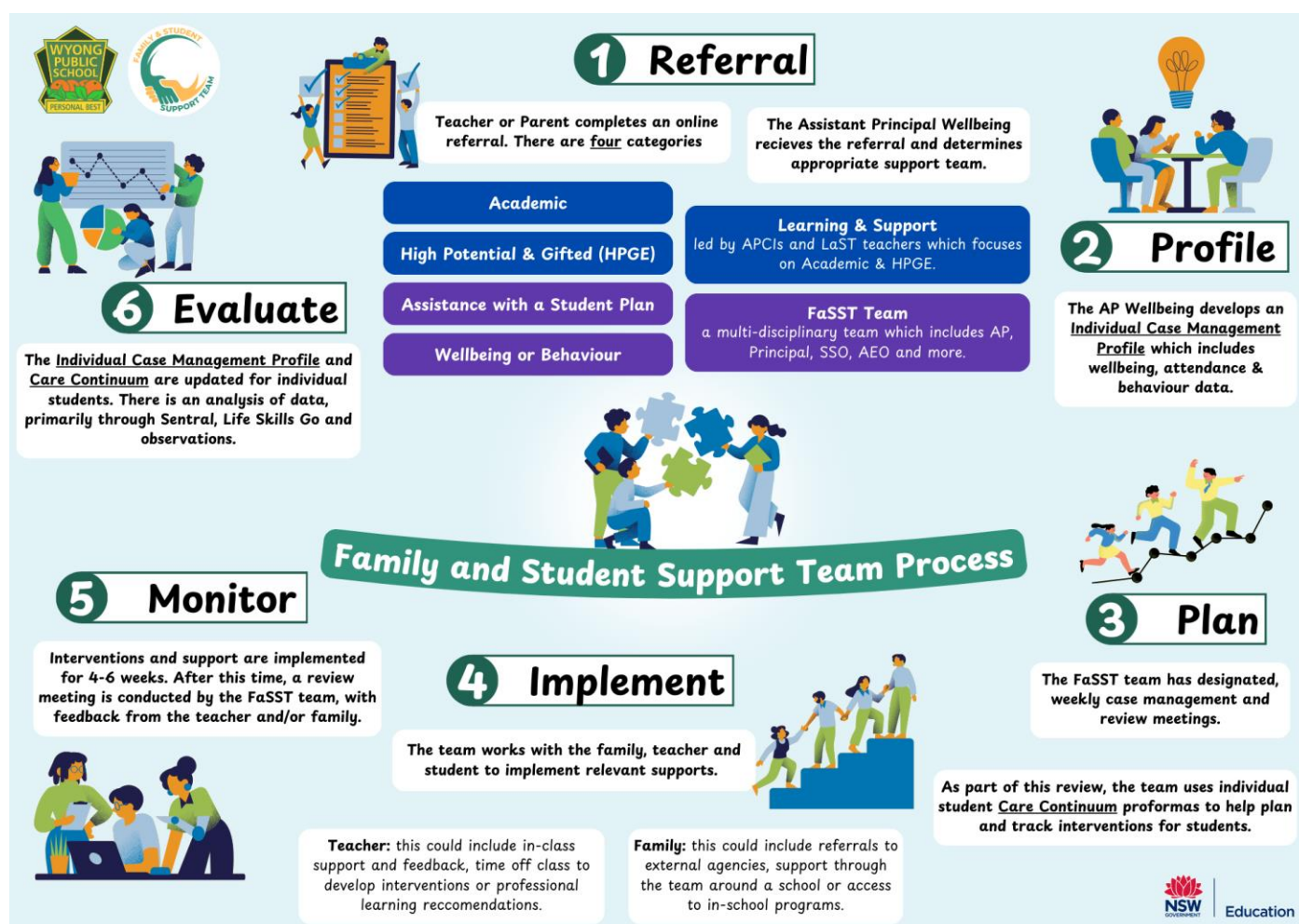
Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people aged 5 to 25.



## Model of Support

Due to the unique and complex environment of Wyong Public School, the school applies a modified model of care to supporting students requiring academic, emotional, social and behavioural support. In addition to this, the school's model of care also extends to families and parents/carers of 0-5 year olds.

The school uses its equity funds to implement The Family and Student Support Team (FaSST) which is designed to provide comprehensive and holistic support to students and their families. The primary objective is to address and mitigate barriers to education and wellbeing, ensuring a supportive and conducive environment for all students. The team will work collaboratively with local government and non-government agencies to provide a range of services, including domestic violence support, mental health services, health support, pathways for Aboriginal students, high school transition pathways, family crisis intervention, and acute student behaviour support.



## Preventative Approach to Wellbeing

Wyong Public School uses INSERT NAME OF PROGRAM HERE as its Tier-1 'Universal' approach to wellbeing.

## Learning & Support Team (LST) and the Family & Student Support Team (FaSST)

Both the LST and FaSST are overseen by the Assistant Principal Wellbeing and supported by the Principal.

**Staff:** Rachael Bennett (AP Wellbeing) and Mitchell Welham (Principal)

		Learning & Support Team (LST)	Family & Student Support Team (FaSST)
		The LST plays a critical role in supporting students with additional learning needs. The team works collaboratively to identify, plan, and implement targeted interventions for students who require extra assistance in <b>academic</b> areas.	The FaSST is a Wyong Public School initiative that is unique to our setting. The team plays a vital role in assisting students and families through collaboration to identify needs, plan targeted interventions, and implement strategies to support <b>social</b> , <b>emotional</b> and <b>behavioural</b> areas of need.
		Academic	Assistance with a Student Plan
		High Potential & Gifted (HPGE)	Wellbeing or Behaviour
Team WITHIN the school	<b>Assistant Principal Wellbeing</b> The Assistant Principal Wellbeing (AP Wellbeing) at Wyong Public School focuses on student wellbeing and mental health through the development and implementation of programs and interventions. They provide direct assistance to students facing social, emotional, or behavioural challenges and collaborate with teachers, school leaders, and external agencies via the Family and Student Support Team (FaSST). The AP Wellbeing also offers professional development for staff, engages families to strengthen partnerships, analyses wellbeing data to inform decisions, and responds to crises, serving as a vital link between students, families, and the school community.		
	<b>Assistant Principal Curriculum &amp; Instruction (APCI)</b> APCIs support the strategic direction of literacy and numeracy across the school, ensuring a cohesive approach to improving student outcomes. The APCI leads staff in delivering curriculum updates and uses student data to identify and implement targeted intervention groups. Additionally, the APCI coaches and mentors teachers to enhance classroom practices, promoting effective instructional strategies aligned with school priorities.		
	<b>Learning &amp; Support Teachers (LaST)</b> LaSTs provide small group interventions focused on enhancing students' skills in reading, phonics, and mathematics. LaSTs assist with classroom teachers in allowing them the opportunity to collaborate on student plans. Additionally, they provide feedback to the APCIs on student improvement and contribute to data collection and tracking to monitor progress effectively.		
Team AROUND the school	<b>School Counsellors</b> Provide individual and group counselling to support students' mental health, social skills, and emotional wellbeing, while also offering guidance to families and staff on related issues.		
	<b>APLAS (Assistant Principal Learning and Support)</b> Supports the school with the development and implementation of tailored learning programs for students with diverse needs, ensuring appropriate adjustments and support are provided to enhance their educational outcomes.		
	<b>HSLO (Home School Liaison Officer)</b> Acts as a bridge between families and the school, facilitating communication and support to improve student attendance, engagement, and overall wellbeing, particularly for vulnerable students.		
	<b>LWO (Learning and Wellbeing Officer)</b> Supports students' academic and emotional wellbeing by coordinating resources, interventions, and programs that promote positive learning environments and address individual needs.		
	<b>Other Roles</b> Learning & Wellbeing Organiser, Learning & Wellbeing Coordinator, Director Educational Leadership.		



## Staff Professional Learning Focus | 2025

- **Schoolwide Behaviour Management Framework** – what is it, how does it work, how do we share this with students? Include scenarios as examples (use some 2024 examples).
- **When the Adults Change** – 8 sessions (two a term). 8 hours of PL.
- **De-escalating Student Behaviour (NSW DoE)** – 10 modules (5 hours total).
- **Best Practice Guides (AERO)** – a variety of guides staff will use to unpack consistency of practice across the school.
- **Restorative Practice Foundations (NSW DoE)** – 7 modules (3 hours total).

### TERM 1 & TERM 2 Wellbeing Professional Learning Focus

1	New Curriculum
2	<p>When the Adults Change - a literature study of the text by Paul Dix.</p> <p>Term 1: Introduction and Rationale (Chapters 1–2) Focus: Overview of behaviour management principles and the impact of adults' actions on student behaviour. Key Ideas: The importance of consistency, relationships, and a positive approach.</p> <p>Term 2: Micro-Scripts and Calm Responses (Chapter 4) Focus: Using scripted responses to manage challenging behaviours. Key Ideas: De-escalation techniques, phrasing, and staying calm under pressure.</p>
3	<u>De-escalating Student Behaviour</u> (NSW DoE)
4	Stage Meetings
5	Student Plan Meetings (PLPs & PLSPs) – with families.
6	
7	<p>When the Adults Change - a literature study of the text by Paul Dix.</p> <p>Term 1: Routines and Rituals (Chapter 3) Focus: Building structured routines that establish consistency. Key Ideas: Morning greetings, behaviour expectations, and ritual-building.</p> <p>Term 2: Relentless Routines (Chapter 5) Focus: Embedding routines into the school culture. Key Ideas: Reinforcement of positive behaviours and ensuring predictability.</p>
8	<u>De-escalating Student Behaviour</u> (NSW DoE)
9	Stage Meeting
10	Best Practice Guide (AERO) & School Procedures check-in/feedback

### TERM 3 & TERM 4 Wellbeing Professional Learning Focus

1	New Curriculum
2	<p>When the Adults Change - a literature study of the text by Paul Dix.</p> <p>Term 3: Repair and Restore (Chapter 6) Focus: Restorative practices for resolving conflicts and repairing relationships. Key Ideas: Conversations, reflections, and moving forward.</p> <p>Term 4: Sustaining the Change (Chapter 8) Focus: Embedding cultural change for the long term. Key Ideas: Continuous improvement and whole-school approaches.</p>
3	<u>Restorative Practice Foundations</u> (NSW DoE)
4	Stage Meeting
5	Student Plan Meetings (PLPs & PLSPs) – with families.
6	
7	<p>When the Adults Change - a literature study of the text by Paul Dix.</p> <p>Term 3: Getting the Adults on Board (Chapter 7) Focus: Staff collaboration and professional alignment. Key Ideas: The importance of modelling and mutual support among adults.</p> <p>Term 4: Conclusion and Practical Tools Focus: Reflecting on learning &amp; implementing practical steps. Key Ideas: Summary of strategies and reflective practices for adults.</p>
8	<u>Restorative Practice Foundations</u> (NSW DoE)
9	Stage Meeting
10	Best Practice Guide (AERO) & School Procedures check-in/feedback

# SCHOOL-WIDE EXPECTATIONS AND RULES

*Developed in consultation with students K-6. To be reviewed and updated annually.*

	 <b>RESPECT</b>	 <b>RESPONSIBILITY</b>	 <b>EXCELLENCE</b>
 <b>ALWAYS &amp; EVERYWHERE</b>	<ul style="list-style-type: none"> <li>I listen when others are talking.</li> <li>I use kind words and actions.</li> <li>I follow directions from adults.</li> </ul>	<ul style="list-style-type: none"> <li>I take care of my things and others' things.</li> <li>I follow school expectations.</li> <li>I own up to my actions.</li> </ul>	<ul style="list-style-type: none"> <li>I try my best in everything I do.</li> <li>I set goals and work towards them.</li> <li>I never give up, even when it's hard.</li> </ul>
 <b>LEARNING SPACES</b> Classrooms, iCentre, Reflection	<ul style="list-style-type: none"> <li>I raise my hand to speak.</li> <li>I listen when my teacher or classmates are talking.</li> <li>I share my things and space nicely with others.</li> </ul>	<ul style="list-style-type: none"> <li>I keep my workspace tidy.</li> <li>I bring the right materials to class.</li> <li>I complete and hand in my work on time.</li> </ul>	<ul style="list-style-type: none"> <li>I do my work on time.</li> <li>I ask questions if I don't understand.</li> <li>I participate actively in class activities.</li> </ul>
 <b>INDOOR AREAS</b> Walkways, Wet Areas, Office	<ul style="list-style-type: none"> <li>I walk quietly and safely.</li> <li>I hold doors open for others.</li> <li>I greet teachers and visitors politely.</li> </ul>	<ul style="list-style-type: none"> <li>I use indoor voices.</li> <li>I keep my hands and feet to myself.</li> <li>I report any spills or messes.</li> </ul>	<ul style="list-style-type: none"> <li>I help keep the area clean.</li> <li>I move promptly to my next activity.</li> <li>I follow the rules of each area.</li> </ul>
 <b>OUTDOOR HARD SURFACES</b> Cement, Ball Courts	<ul style="list-style-type: none"> <li>I wait my turn to play.</li> <li>I use kind words and actions during games.</li> <li>I play by the rules.</li> </ul>	<ul style="list-style-type: none"> <li>I pick up after myself.</li> <li>I use equipment safely and responsibly.</li> <li>I stay in the designated play areas.</li> </ul>	<ul style="list-style-type: none"> <li>I play fair and include everyone.</li> <li>I encourage my friends and teammates.</li> <li>I practice good sportsmanship.</li> </ul>
 <b>OUTDOOR GRASS AREAS</b>	<ul style="list-style-type: none"> <li>I stay in the right areas during playtime.</li> <li>I take turns and share equipment.</li> <li>I respect nature and wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>I take care of the plants and animals.</li> <li>I pick up litter and keep the area clean.</li> <li>I follow the playground rules.</li> </ul>	<ul style="list-style-type: none"> <li>I try new games and activities.</li> <li>I play safely and responsibly.</li> <li>I encourage others to join in.</li> </ul>
 <b>TOILETS</b>	<ul style="list-style-type: none"> <li>I give others privacy.</li> <li>I keep the toilets clean for everyone.</li> <li>I wait my turn patiently.</li> </ul>	<ul style="list-style-type: none"> <li>I wash my hands after using the toilet.</li> <li>I use the toilet paper and soap properly.</li> <li>I report any problems to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I keep the toilet area clean.</li> <li>I leave the toilets as I found them.</li> <li>I remind others to use the toilets correctly.</li> </ul>
 <b>TECHNOLOGY &amp; ONLINE</b>	<ul style="list-style-type: none"> <li>I use kind words online.</li> <li>I respect others' work and ideas.</li> <li>I follow the school's technology rules.</li> </ul>	<ul style="list-style-type: none"> <li>I keep my password private.</li> <li>I use devices for schoolwork only.</li> <li>I report any inappropriate content.</li> </ul>	<ul style="list-style-type: none"> <li>I use technology for learning.</li> <li>I think before I post or share.</li> <li>I help others with technology when needed.</li> </ul>
 <b>ASSEMBLIES &amp; MUSTERS</b>	<ul style="list-style-type: none"> <li>I sit quietly and listen.</li> <li>I show respect to the speakers.</li> <li>I follow the assembly rules.</li> </ul>	<ul style="list-style-type: none"> <li>I follow the instructions from teachers.</li> <li>I stay with my class or group.</li> <li>I participate appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I clap and cheer for others when appropriate.</li> <li>I pay attention and learn from the presentations.</li> <li>I represent my school proudly.</li> </ul>

## Responses to serious behaviours of concern

- The school has a Crisis Management Plan built into its Behaviour Management Procedures.
- 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 Sentral and comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

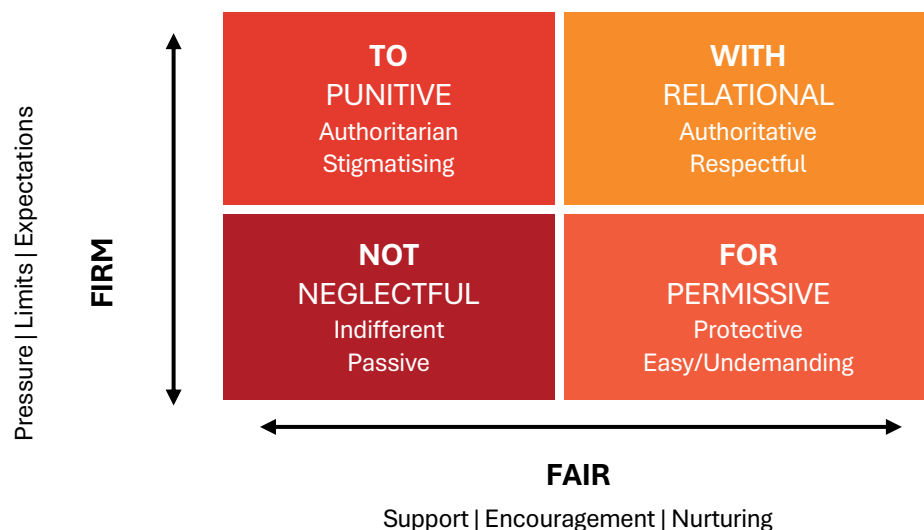
## Record Keeping for Student Wellbeing | Sentral

CATEGORY	SUB-TYPES		WHEN TO USE
Parent/Carer Contact	<ul style="list-style-type: none"> <li>Attendance</li> <li>Learning</li> <li>Medication/Health</li> </ul>	<ul style="list-style-type: none"> <li>Other</li> <li>Positive Feedback</li> <li>Wellbeing</li> </ul>	When contacting or meeting with parents. This ensures a log of communication has taken place at the school level.
Observation/Monitoring	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Playground Observation</li> </ul>	<ul style="list-style-type: none"> <li>Generalised Observation/Monitoring</li> </ul>	When keeping records of students who are being monitored for a specific purpose.
Calm/Expected Behaviours	<ul style="list-style-type: none"> <li>Getting along with others</li> <li>Actively following school expectations.</li> <li>Using polite language and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>Listening attentively.</li> <li>Demonstrating perseverance and focus.</li> <li>Seeking help when needed.</li> </ul>	When recognising positive student behaviour in the classroom and in the playground.
Minor Incident	<ul style="list-style-type: none"> <li>Minor rough play (pushing, tripping, poking, barging)</li> <li>Refusal to follow simple directions (non-compliance)</li> <li>Inappropriate verbal/written language</li> <li>Disruption (including yelling out)</li> </ul>	<ul style="list-style-type: none"> <li>Spitting</li> <li>Out of bounds</li> <li>Riding bike/scooter through the school</li> <li>Accidental or swearing to self</li> </ul>	When recording low-level student behaviours that pose minimal risk.
Moderate Incident	<ul style="list-style-type: none"> <li>Serious rough play that leads to injury (tackling, hitting, kicking)</li> <li>Defiance (multiple refusals)</li> <li>Racial, cultural and family name calling</li> <li>Intimidation (inc. physical &amp; verbal)</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects at others</li> <li>Absconding (from supervision)</li> <li>Stealing from others (including money and food)</li> <li>Inappropriate language directed at peers</li> </ul>	When recording medium-level student behaviours which may cause some risk.
Major Incident	<ul style="list-style-type: none"> <li>Physical assault that results in significant injury (fighting)</li> <li>Continued or persistent disobedience and/or disruptive behaviour</li> <li>Discrimination (inc. sex, race, religion, disability or gender identity)</li> <li>Threats of violence</li> </ul>	<ul style="list-style-type: none"> <li>Bullying and cyber-bullying</li> <li>Misuse of technology</li> <li>Malicious damage to, or theft of, property</li> <li>Verbal abuse towards staff</li> </ul>	When recording high-level student behaviour which often carries some risk or harm.
Crisis Management	<ul style="list-style-type: none"> <li>Serious physically or violent behaviour</li> <li>Possession/use/supply tobacco, alcohol, vapes etc.</li> <li>Possession/use/supply illegal/restricted substance.</li> <li>Possession/use weapons inc. firearms &amp; knives.</li> </ul>	<ul style="list-style-type: none"> <li>Using an implement as a weapon</li> <li>Serious criminal behaviour related to the school</li> <li>Sexualised behaviour that has caused harm.</li> </ul>	When recording an extreme incident or event which required an immediate or urgent response.

## Reflection and Restorative Practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> A space to reflect and engage in restorative conversation with an executive teacher.	There are <b>two</b> Reflection Rooms: K-2 and 3-6. The support classes are exempt from reflection. <b>When:</b> every Lunch.	Infants AP and a Primary AP.	Attendance in Reflection is recorded via Sentral <i>(new process for 2025)</i> .
<b>Thrive</b>	An opportunity for students in Reflection to engage in a structured activity with an executive teacher. <b>When:</b> every recess.	Infants AP and a Primary AP.	Attendance in Reflection is recorded via Sentral <i>(new process for 2025)</i> .
<b>Restorative Conversations</b>	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice.	All staff	n/a
<b>Time Out</b>	Classroom: designated quiet area. Playground: designated seated space in the shade (10 mins max).	All staff on duty	Only if an incident requires a written report on Sentral.

## Restorative Operating Domains



## How does our approach to Behaviour align with 'best-practice'?

Aligning the behaviour management approach to best practices and evidence-based strategies is crucial for fostering a positive and conducive learning environment. The model we have developed for Wyong Public School is unique to our setting and is not something that has been 'copied and pasted'.

Below are key principles and practices that support the outlined approach, along with evidence to reinforce their effectiveness:

### 1. Positive Behaviour for Learning (PBL)

- **Best Practice:** PBL is an evidence-based framework that focuses on teaching and reinforcing positive behaviours rather than just reacting to negative behaviours. This proactive approach is essential in minimising disruptive behaviours.
- **Evidence:** Research shows that schools implementing PBL report reductions in problem behaviours and improvements in school climate (Sugai & Simonsen, 2012).

### 2. Restorative Practices

- **Best Practice:** Rather than purely punitive measures, restorative practices focus on repairing harm and restoring relationships. This includes facilitating conversations between those involved in a behaviour incident to promote understanding and accountability.
- **Evidence:** Studies indicate that restorative practices lead to a decrease in repeat offences and improved relationships among students (McCluskey et al., 2008).

### 3. Tiered Intervention Model

- **Best Practice:** Aligning with a tiered intervention model (like MTSS - Multi-Tiered System of Supports) allows for different levels of support based on the severity and frequency of behaviours. Minor behaviours can be addressed with universal strategies, while moderate and major behaviours may require targeted or intensive interventions.
- **Evidence:** Research supports that tiered models lead to improved student outcomes by providing the right level of support for each student's needs (Horner et al., 2010).

### 4. Data-Driven Decision Making

- **Best Practice:** Collecting and analysing behaviour data allows schools to identify patterns, assess the effectiveness of interventions, and make informed decisions about behaviour management strategies.
- **Evidence:** Schools that utilise data to inform behaviour interventions see a significant reduction in problem behaviours and an increase in positive student outcomes (Walker et al., 2014).

### 5. Social-Emotional Learning (SEL)

- **Best Practice:** Integrating SEL into the curriculum helps students develop skills such as self-regulation, empathy, and conflict resolution, which are essential for managing their own behaviours and responding positively to others.
- **Evidence:** Programs that focus on SEL have been shown to improve students' social skills, emotional regulation, and academic performance (Durlak et al., 2011).

### 6. Parental Involvement

- **Best Practice:** Engaging parents and carers in the behaviour management process enhances the support network for students. Regular communication and collaboration can reinforce positive behaviour at home and school.

- Evidence: Research indicates that parental involvement leads to better student behaviour and academic outcomes (Epstein & Sheldon, 2002).

## 7. Staff Training and Professional Development

- Best Practice: Ongoing training for staff on behaviour management techniques, de-escalation strategies, and effective communication improves their ability to manage student behaviours consistently and effectively.
- Evidence: Professional development has been linked to better implementation of behaviour management practices, leading to improved student behaviour and school climate (Kraft et al., 2018).

## Conclusion

By aligning the behaviour management procedure with these best practices and evidence-based strategies, the Wyong Public School (NSW Department of Education) can create a supportive environment that promotes positive behaviours, reduces incidents of misconduct, and fosters student well-being. This comprehensive approach not only addresses immediate behavioural issues but also contributes to long-term positive outcomes for students and the school community.

































## Behaviour Management Quick View

What is consistent and new?	Changes from Previous version
<ul style="list-style-type: none"> <li>• Incidents are still managed 'point in time' by staff.</li> <li>• When an incident meets a threshold to be written up, it is done so through Sentral.</li> <li>• *NEW* Automatic notifications for reflection and levels.</li> <li>• *NEW* Reflection is managed through Sentral.</li> <li>• Reflection still takes place at lunch and recess.</li> <li>• *NEW* There are two reflection spaces: K-2 and 3-6.</li> <li>• *NEW* Reflection is managed by APs and consists of restorative circle (lunch) and Thrive (recess).</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Addition of a Moderate and Major levels of behaviour, with new behaviours reflecting school data.</li> <li>• There is no longer a <i>Behaviour Monitoring Card</i> (yellow). This will be replaced with a <i>Communication Card</i> between home and the classroom teacher.</li> <li>• Students no longer complete a <i>Student Incident Report</i> in Reflection. Parents will be automatically notified if a student is on a level and if they attend Reflection.</li> <li>• Teachers &amp; SLSOs cannot directly place a student in Reflection. The data rule dictates Reflection alleviating conflict with staff.</li> <li>• Students no longer need to 'check-in' at Reflection.</li> <li>• Students attend Reflection <i>the day after</i> an incident.</li> </ul>







# BEHAVIOUR MANAGEMENT FRAMEWORK

## 1. Observable Behaviours

Calm/Expected Behaviours	Minor Behaviours	Moderate Behaviours	Major Behaviours
 Getting along with others	 Minor rough play (pushing, tripping, poking, barging)	 Serious rough play that leads to injury (tackling, hitting, kicking)	 Physical assault that results in significant injury (fighting)
 Actively following school expectations.	 Refusal to follow simple directions (non-compliance)	 Defiance (multiple refusals)	 Continued or persistent disobedience and/or disruptive behaviour
 Using polite language and kindness.	 Inappropriate verbal/written language	 Racial, cultural and family name calling	 Discrimination (inc. sex, race, religion, disability or gender identity)
 Listening attentively.	 Disruption (including yelling out)	 Intimidation (inc. physical & verbal)	 Threats of violence
 Demonstrating perseverance and focus.	 Spitting	 Throwing objects at others	 Bullying and cyber-bullying
 Seeking help when needed.	 Out of bounds	 Absconding (from supervision)	 Misuse of technology
	 Accidental or swearing to self	 Stealing from others (including money and food)	 Malicious damage to, or theft of, property
	 Age-appropriate 'touching' of self	 Inappropriate language directed at peers ( <b>inc. sexualised talk</b> )	 Verbal abuse towards staff
		 Riding bike/scooter through the school	 Exposing private parts to others








## 2. Staff Strategy to Address Behaviour | using Restorative practices

- Address it. Set the **expectation** (refer to *Expectation Matrix/Class Rules*).  
 "I expect you to ... Can we be clear that ...".
- Repeats? Give another reminder of two clear **desirable choices**.  
 "You have two choices. You can either ... or you can ...".
- Continues? Time out (**no more than 5-10 minutes**).  
 "I can see you need some time to calm/regulate/think. I need you to ...".
- Refuses to re-engage or is ongoing. **Write it up** (Sentral).  
 "Unfortunately you couldn't turn this around. I will have to write this up".

Remember that we, and our students are not perfect. Everyone should be afforded the opportunity to correct their behaviour and be given the time to do so. A fresh start every week.

## Crisis Management Plan

### Threshold for immediate executive support

-  Serious physically or violent behaviour
  -  Possession/use/supply tobacco, alcohol, vapes etc.
  -  Possession/use/supply illegal/restricted substance.
  -  Possession/use weapons inc. firearms & knives.
  -  Using an implement as a weapon
  -  Serious criminal behaviour related to the school
  -  Sexualised behaviour that has caused harm.
1. Call the office & ask for immediate Executive support.
  2. Monitor the situation (ensure student safety).
  3. Executive on arrival will give directions (inc. lockdown).
  4. Executive will initiate de-escalation plan & debrief.
- Follow-up:** WHS hotline, Principal/DEL, parent/carer.

## 3. A-B-C Incident Reporting | consistent model of practice when writing up incidents in Sentral

Antecedent	What happens before the behaviour? Antecedents are the events, situations, or triggers that occur right before a behaviour happens.
Behaviour	What is the behaviour? This is the action or response that the student demonstrates. It should be described objectively and specifically.
Consequence	What happens after the behaviour? Consequences are the results or outcomes of the behaviour, which can either reinforce or discourage it.

## 4. Reflection Room | tracked using the Sentral Wellbeing module



INCIDENT DATA RULE				
MINOR	1	2	3	4
MODERATE	1		2	
MAJOR		1		



### REFLECTION ROOM | One Day

The day after the data rule has been activated.

**Lunch:** Restorative circle with AP.  
**Recess:** Check-in and 'Thrive' with AP.

The data rule resets every week providing a fresh start. If a data rule is activated on a Friday, the Reflection takes place on a Monday, but the student has a fresh start for the rest of the week.

## 5. Student Level System | levels reset to 'no level' at the beginning of each term

LEVEL SYSTEM	# DAYS PER TERM	School Action/s
<b>NO LEVEL</b>	<b>&lt; 3 Reflections</b>	<ul style="list-style-type: none"> <li>no actions required. Teachers continue with positive reinforcement and proactive strategies.</li> </ul>
<b>LEVEL 1</b> <i>Prevention</i>	<b>3 Reflections</b>	<ul style="list-style-type: none"> <li>Classroom Teacher organises a <b>formal meeting</b> with parent/carer to discuss concerns.</li> <li>+ implementation of a <i>Communication Card</i> (timeframe TBD with Stage AP). Classroom-based only.</li> </ul>
<b>LEVEL 2</b> <i>Early Intervention</i>	<b>6 Reflections</b> or Formal Caution	<ul style="list-style-type: none"> <li>Classroom Teacher, Assistant Principal and AEO/SSO organise a <b>formal meeting</b> with parent/carer.</li> <li>+ development of a student <b>Behaviour Support Plan</b></li> </ul>
<b>LEVEL 3</b> <i>Targeted Intervention</i>	<b>9 Reflections</b> or Suspension	<ul style="list-style-type: none"> <li>Classroom Teacher, Assistant Principal and AEO/SSO organise a <b>formal meeting</b> with parent/carer.</li> <li>+ update of student <b>Behaviour Support Plan</b></li> <li>+ <b>Family &amp; Student Support team referral</b> for targeted/individualised intervention.</li> </ul>
<b>LEVEL 4</b> <i>Individual Intervention</i>	<b>12 &gt; Reflections</b>	<ul style="list-style-type: none"> <li>Assistant Principal &amp; Principal organise a <b>formal meeting</b> with parent/carer.</li> <li>+ APLAS/School Counsellor Submission</li> </ul>

**Note:** a student may 'level down' if their behaviour improves. This is done at the discretion of the Assistant Principal in consultation with the Principal.

## 6. Formal Caution and Suspensions | using data rules and notifications in Sentral

<b>FORMAL CAUTION OF SUSPENSION</b>	<b>3 x MAJOR in a week</b> = consideration for <i>Formal Caution of Suspension</i>	The decision for a Formal Caution or a Suspension is solely at the discretion of the Principal in line with the NSW DoE Behaviour & Suspension policies.
<b>SUSPENSION</b>	<b>1 x CRISIS MANAGEMENT INCIDENT (EXEC ONLY)</b> OR repeated/ongoing MAJOR from the above rule.	

## BEHAVIOUR MANAGEMENT FLOWCHART

### Step 1: Observe Behaviour & identify behaviour type:

**Minor:** Minor rough play, refusal to follow directions, etc.

**Moderate:** Serious rough play (injury), defiance, etc.

**Major:** Physical assault (injury), threats, etc.

### PROACTIVE BEHAVIOUR STRATEGIES

- Explicit wellbeing lessons
- Classroom expectations
- Wyong Winners

### Step 2: Intervene and Set Expectations

- Set clear expectations. Example: "I expect you to ... Can we be clear that ...?"

"I can see you made the right choice!"

 **Behaviour continues**

 **Behaviour improves**

### Provide a Reminder

- Give a second reminder and warning.  
Example: "You have two choices. You can either ... or you can ...."

"You have turned this around.  
Great job!"

 **Behaviour continues**

 **Behaviour improves**

### Time Out

- Provide a time-out (5–10 minutes).  
Example: "I can see you need some time to calm/regulate. I need you to ...."

"Thank you for being respectful and  
showing me that you can do this"

 **Behaviour continues**

 **Behaviour improves**

### Record Incident

- Record the behaviour in Sentral and explain the consequence.  
Example: "Unfortunately you couldn't turn this around".

**Having a problem with ongoing  
behaviours? Trial strategies, meet with  
family and submit a LST referral.**

### Step 3: Recording an Incident in Sentral (using A-B-C Incident Reporting)

**A** - antecedents are the events, situations, or triggers that occur right before a behaviour happens.

**B** - this is the action or response that the student demonstrates. It should be described objectively and specifically.

**C** - what happens after the behaviour?

### Step 4: Automatic Notification (SENTRAL) to Stage AP & Classroom Teacher

- 4 Minor Incidents = Reflection Visit
- 2 Moderate Incidents = Reflection Visit
- 1 Major Incident = Reflection Visit

These data rules reset each week.

### Placement in Reflection

- The Assistant Principal manually places the student in Reflection via Sentral for the following day (after notification).
- List of students in Reflection for the day are displayed on Sentral.

**Student attends Reflection?**

 **NO**

 **YES**

### Student Attends Reflection

- **Lunch:** Restorative Circle with Assistant Principal
- **Recess:** Thrive with Assistant Principal  
*After attendance to both, the student's Reflection is complete.*

Stage AP calls home and informs  
parent/carer. Reflection is scheduled  
again for the following day.

### Step 5: Students Levels

After a student attends Reflection for a certain number of days, the following data rule is triggered (a notification is sent to the Classroom Teacher and Stage AP).

#### LEVEL 1

3 Reflections (in a term)

#### LEVEL 2

6 Reflections (in a term)  
or Formal Caution.

#### LEVEL 3

9 Reflections (in a term)  
or Suspension.

#### LEVEL 4

12 Reflections (in a term)

### Placement on Levels & Actions

- The Stage AP places the student on the relevant level and works with the classroom teacher to trigger level action/s.

### Levels Reset

- The BM resets student levels at the beginning of each term to 'No Level'.

### Step 6: Formal Caution/Suspension

- Evidence presented to Principal by Stage AP. Decision by Principal.

# REFLECTION ROOM

## *Response Circles*

**Time:** 5-15 minutes

**Goal:** To help students restore something that has gone wrong or respond to performance issues or unforeseen circumstances.

**Outcome:** To supports students to take responsibility for restoring a situation and making things right

**Focus:** Respond after a situation

### What are the prompts?

It's an opportunity to reflect on the agreed behaviours of the school.

- "Let's talk about how we used ...".
- "Let's score each of the behaviours exhibited out of 10. What do we need to work on next time?"

### Ways of engaging, connecting, promoting thinking or reflecting

Infants	Primary
<p><b>Emoji Cards</b> - Use cards with emoji symbols on them so students can show their different emotions. All students need to do is show the card that describes their feelings. It's a great non-verbal way of communicating.</p> <p><b>Feelings Card</b> - Another non-verbal way of sharing feelings, attitudes and emotions. Provide students with a range of cards to show different emotions and all they need to do is hold the card up that represents how they are feeling.</p> <p><b>Rating out of 5</b> - Again, it's a quick check and doesn't require students to verbally communicate</p>	<p><b>Turn and Talk</b> - It's about engagement and the discussion opportunity is important. Getting students to have a discussion is often better than talking 'at' students.</p> <p><b>Think Aloud</b> - It's just a prompt to start reflection. Get your students to spend as little as 10 seconds preparing their answer.</p> <p><b>Stop and Jot</b> - Get students to find a scrap piece of paper and start jotting down the first words that come to them. Using scrap paper or a piece of rubbish will allow you to put more focus on the words as opposed to the presentation, spelling etc.</p> <p><b>Sticky Notes on the board</b> - Give students 3 (or more) sticky notes and get them to write their idea on the sticky note and then put it on the board. This is great for grouping ideas or themes.</p>

### Repeated Visits to Reflection

**Feelings Trackers** - Provide student with a small journal to record their emotion or feeling for each day. This will give you and your students some feedback and patterns over a week, month or term.

### Try this...

- Include affective statements about how it has impacted others and you.
- Help students to remove the personal blame or the blame shifting to others.
- Create opportunities for higher order thinking by asking 'Why?', 'What are the reasons?', 'What's the exception?', 'What's limited you?'

**FINISHED?** Head out to the Gandu Garden/Playground and help clean up (as an example or Restoring back to the school).

## The Care Continuum

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

Implemented by the <b>Classroom Teacher</b> Supported by the <b>Wellbeing Team &amp; Assistant Principal/s</b>		Implemented by the <b>Team Within a School &amp; Classroom Teacher</b> Supported by the <b>Team Around a School</b>	
<b>PREVENTION</b>	<b>EARLY INTERVENTION</b>	<b>TARGETED INTERVENTION</b>	<b>INDIVIDUAL INTERVENTION</b>
Whole-school proactive approaches promote safe, respectful learning environments by explicitly teaching expected behaviours.	Early interventions address emerging, low-level behaviours for students at risk, offering timely support to prevent escalation.	Targeted support helps students with more complex behaviours, ensuring quick intervention to safeguard learning and social success.	Students with highly complex behaviours need comprehensive, regularly reviewed support plans, involving collaboration with parents and school teams.
<b>Universal School Systems</b> <ul style="list-style-type: none"> <li>• School-Wide Expectations</li> <li>• PBL Rewards Day</li> <li>• Modelling Expected Behaviours</li> <li>• Personalised Learning Plan (PLaSP)</li> <li>• Personalised Learning Pathways (PLP)</li> </ul> <b>Student Voice</b> <ul style="list-style-type: none"> <li>• Life Skills Go</li> <li>• Rumble's Quest Survey</li> <li>• TTFM Survey</li> <li>• Student Voice</li> </ul> <b>Classroom Checklist</b> <ul style="list-style-type: none"> <li>• Co-created classroom expectations</li> <li>• Visual timetables &amp; schedules</li> <li>• Positive reinforcement 20:1</li> <li>• Transition warnings in place</li> <li>• Teaching of expected behaviours</li> <li>• Non-verbal cues &amp; micro-scripts</li> <li>• Recognition board</li> <li>• Point-in-time directions</li> </ul>	<b>Student Plans</b> <ul style="list-style-type: none"> <li>• Behaviour Management Plan</li> <li>• Behaviour Escalation Plan</li> <li>• Risk Management Plan</li> <li>• Health Care Plan</li> <li>• Attendance Plan</li> <li>• Mental Health Care Plan</li> <li>• Transition Plan</li> <li>• Safety Alert Plan</li> <li>• HPGE Plan</li> </ul> <b>Groups &amp; Activities</b> <ul style="list-style-type: none"> <li>• Social Skills Group</li> <li>• Sensory Room (Regulation)</li> <li>• Reflection Room</li> <li>• THRIVE (as part of Reflection)</li> <li>• Extra-Curricular Opportunities</li> <li>• Academic</li> <li>• Sporting</li> <li>• Arts</li> </ul> <b>Evidence-Based Practices</b> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• Graphic Organiser</li> <li>• Self-Management Strategies</li> <li>• Brain Break (scheduled)</li> <li>• Visual Activity Schedules</li> <li>• Visual Supports</li> <li>• Social Narratives</li> <li>• Response Cards</li> <li>• Prompting</li> <li>• Self-Regulation Strategies</li> </ul>	<b>Team Within the School</b> <ul style="list-style-type: none"> <li>• Regulation Program</li> <li>• SSO In-School Program</li> <li>• AEO In-School Program</li> <li>• Functional Behaviour Assessment</li> <li>• Counsellor Referral</li> <li>• Part Day Exemption Plan</li> <li>• Check-In Plan</li> </ul> <b>Team Around the School</b> <ul style="list-style-type: none"> <li>• AP Learning &amp; Support (APLAS)</li> <li>• Home School Liaison Officer</li> <li>• NDIS</li> </ul>	<b>Team Within the School</b> <ul style="list-style-type: none"> <li>• Family Support/Referral</li> <li>• Warning of Suspension</li> <li>• Suspension/s</li> <li>• SSO Support</li> <li>• AEO Support</li> <li>• Counsellor Caseload</li> <li>• Disability Confirmation</li> <li>• Access Request</li> </ul> <b>Team Around the School</b> <ul style="list-style-type: none"> <li>• Networked Socialist Facilitator</li> <li>• BD Placement (short-term)</li> <li>• Non-Government Organisation</li> </ul>
Students who are referred for support through the Learning & Support Team (LST) or the Family & Student Support Team (FaSST) receive an individualised Care Continuum so that the school can track interventions.			

## Plans the School uses to Support Students

### Individual Behaviour Support Plan

Focus	<ul style="list-style-type: none"> <li>prevention and early intervention.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>explicitly teach positive replacement behaviours</li> <li>management of environment, triggers and identification and provision of reasonable adjustments.</li> </ul>
Features	<ul style="list-style-type: none"> <li>identifies the function of the behaviour of concern and finding new ways for the student meet the same need</li> <li>teaching the student, a more appropriate way to meet the same need</li> <li>personalised goals and evidence- informed strategies</li> <li>relevant background information, including strengths and interests</li> <li>known triggers of the behaviour (e.g., noise, touch, language used) and strategies to reduce these</li> <li>known setting events and situations that make the behaviour more likely or cause the behaviour to occur (e.g., hunger, tiredness, pain) and strategies to reduce these</li> <li>when the plan will be reviewed and how it will be evaluated.</li> </ul>
Target	<ul style="list-style-type: none"> <li>students who require support because they display difficult, challenging or disruptive behaviours</li> <li>students who have bullied others</li> <li>students who have been bullied</li> <li>students who may benefit from additional wellbeing support.</li> </ul>
Used	<ul style="list-style-type: none"> <li>in everyday practice.</li> </ul>

### Risk Management Plan

Focus	<ul style="list-style-type: none"> <li>safety, risk reduction, crisis incident intervention, response, and recovery.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>mitigate and reduce risk</li> <li>establish and maintain consistent measures for school staff to follow when a student displays</li> <li>behaviour that poses a risk of significant harm to self-and/or others.</li> </ul>
Features	<ul style="list-style-type: none"> <li>clear description of the severe behaviours of concern that may present</li> <li>looks at the current controls that are in place and working</li> <li>step by step instructions to minimise risk and maximise safety of all students and staff</li> <li>systems for reporting and recording incidents.</li> </ul>
Target	<ul style="list-style-type: none"> <li>students in crisis and distress displaying behaviours that present an imminent or immediate danger to self or others</li> <li>students who have experienced significant harm and require additional support to feel safe.</li> </ul>
Used	<ul style="list-style-type: none"> <li>a student is in crisis.</li> </ul>

### Personalised Learning & Support Plan (PLSP)

Focus	<ul style="list-style-type: none"> <li>Tailors educational experiences to meet individual learning, social, emotional, and behavioural needs.</li> <li>Emphasises personalised support strategies.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>Ensures students receive necessary adjustments and support.</li> <li>Aims to enhance student engagement, learning outcomes, and wellbeing.</li> </ul>

Features	<ul style="list-style-type: none"> <li>Developed collaboratively with teachers, parents/carers, students, and stakeholders.</li> <li>Contains clear learning goals and adjustments based on strengths and needs.</li> <li>Includes strategies for classroom adjustments and differentiation.</li> <li>Reviewed and monitored regularly with adjustments as needed.</li> </ul>
Target	<ul style="list-style-type: none"> <li>Students with diagnosed disabilities or additional needs requiring significant adjustments.</li> </ul>
Used	<ul style="list-style-type: none"> <li>When students need substantial adjustments to participate and succeed in mainstream or support classes.</li> </ul>

## Care Continuum (student version)

Focus	<ul style="list-style-type: none"> <li>Provides a structured approach to supporting student wellbeing, safety, and mental health.</li> <li>Ensures continuous care through various levels of support depending on student needs.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>To offer a range of interventions and supports from universal to targeted and intensive levels.</li> <li>Promotes a proactive approach to student wellbeing and mental health.</li> </ul>
Features	<ul style="list-style-type: none"> <li>Universal support: Preventative measures and wellbeing programs for all students (e.g., social-emotional learning, anti-bullying programs).</li> <li>Targeted support: Small group interventions for students identified as at-risk (e.g., mentoring, social skills programs).</li> <li>Intensive support: Individualised, specialised interventions for students with significant mental health or behavioural concerns (e.g., referrals to counsellors, psychologists, or external agencies).</li> <li>Continuous monitoring, with transitions between levels of support as needed.</li> </ul>
Target	<ul style="list-style-type: none"> <li>All students (for universal support).</li> <li>At-risk students or those displaying emerging mental health, social, or behavioural issues (for targeted and intensive support).</li> </ul>
Used	<ul style="list-style-type: none"> <li>Applied as a preventative and responsive measure to address wellbeing, behaviour, and mental health needs.</li> <li>Used progressively as student needs intensify, ensuring support is available at every stage of the student's wellbeing journey.</li> </ul>

## Mental Health Care Plan (TAR3)

Focus	<ul style="list-style-type: none"> <li>Supports students experiencing significant mental health concerns.</li> <li>Provides a structured framework for addressing mental health needs through targeted interventions.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>To create a detailed plan outlining specific mental health support for students with significant needs.</li> <li>Ensures collaboration between school staff, mental health professionals, and the student's family.</li> <li>Facilitates access to professional mental health services and ongoing care.</li> </ul>
Features	<ul style="list-style-type: none"> <li>Developed collaboratively with the student, family, school counsellor/psychologist, and external mental health professionals.</li> <li>Includes strategies for managing mental health concerns in the school environment.</li> <li>Lists appropriate referrals to external mental health services (e.g., GP, psychologist, or psychiatrist).</li> <li>Contains a crisis management plan and regular monitoring/review of student progress.</li> </ul>



Target	<ul style="list-style-type: none"> <li>Students with diagnosed or emerging significant mental health concerns requiring professional intervention</li> </ul>
Used	<ul style="list-style-type: none"> <li>When a student shows signs of severe anxiety, depression, trauma, or other mental health issues impacting their wellbeing and learning.</li> </ul>

## Health Care Plan

Focus	<ul style="list-style-type: none"> <li>Provides individualised care for students with medical conditions or health needs that require management during school hours.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>To ensure the safe management of a student's health condition at school.</li> <li>Outlines specific procedures, medications, or interventions required to support the student's health needs.</li> </ul>
Features	<ul style="list-style-type: none"> <li>Developed collaboratively with parents/carers, medical professionals, and school staff.</li> <li>Details the student's medical condition, treatment, and required actions in case of emergencies (e.g., asthma, diabetes, epilepsy).</li> <li>Includes medication administration, dietary requirements, and activity restrictions.</li> <li>Regularly reviewed and updated to reflect any changes in the student's health or treatment.</li> </ul>
Target	<ul style="list-style-type: none"> <li>Students with ongoing medical conditions (e.g., asthma, allergies, diabetes) that require monitoring or intervention during school hours.</li> </ul>
Used	<ul style="list-style-type: none"> <li>When a student has a diagnosed health condition needing regular monitoring, treatment, or emergency care while at school.</li> <li>Updated as needed following any changes in the student's health or medical care instructions.</li> </ul>

## Part-Day Exemption Plan (PDE)

Focus	<ul style="list-style-type: none"> <li>Allows a student to attend school for part of the day due to specific circumstances that prevent full-time attendance.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>To provide flexibility for students who cannot attend a full school day due to medical, mental health, or other significant reasons.</li> <li>Ensures continued engagement with education while accommodating the student's needs.</li> </ul>
Features	<ul style="list-style-type: none"> <li>Requires formal approval from the principal or relevant authorities.</li> <li>Clear documentation outlining the reasons for the exemption (e.g., medical certificate, professional recommendation).</li> <li>Specifies the duration and structure of the part-day attendance, including transition plans for increasing attendance if appropriate.</li> <li>Reviewed regularly to assess the student's progress and need for continued exemption.</li> </ul>
Target	<ul style="list-style-type: none"> <li>Students with medical, mental health, or family-related circumstances that limit their ability to attend school full-time.</li> <li>Students undergoing phased reintegration into full-time schooling (e.g., after illness, surgery, or significant personal issues).</li> </ul>
Used	<ul style="list-style-type: none"> <li>When a student cannot attend full-time due to temporary or ongoing health, wellbeing, or other significant concerns.</li> <li>As part of a plan to support the student's gradual return to full-time schooling or to accommodate their ongoing needs.</li> </ul>

## Student Transition Plan

Focus	<ul style="list-style-type: none"> <li>Supports students in transitioning between key educational stages or moving to different educational settings.</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>To ensure a smooth and supportive transition that minimises disruption to the student's learning and wellbeing.</li> <li>Addresses specific needs and concerns of students during transitions.</li> </ul>
Features	<ul style="list-style-type: none"> <li>Developed collaboratively with students, parents/carers, teachers, and relevant support staff.</li> <li>Identifies individual goals, challenges, and necessary supports for the transition period.</li> <li>Includes strategies for building skills, social connections, and confidence in the new environment.</li> <li>Outlines timelines and steps for the transition process, including visits to the new school, orientation sessions, and meetings with key staff.</li> </ul>
Target	<ul style="list-style-type: none"> <li>Students moving from primary to secondary school, students with disabilities, or those transitioning to alternative educational settings (e.g., special schools, vocational education).</li> </ul>
Used	<ul style="list-style-type: none"> <li>Initiated when a student is preparing to transition to a new educational stage or setting, typically starting the process several months in advance.</li> <li>Continues to be implemented and reviewed during the transition period to ensure the student's needs are met effectively.</li> </ul>

### Student Behaviour Support (using the Escalation Cycle) for Complex Behaviours

When planning to address challenging or complex behaviours, it is important to start putting individualised preventative supports and strategies in place based on the knowledge of the student, their strengths, experiences and their interactions with the people around them. If the behaviour continues, targeted strategies and plans should be developed.

These proactive preventative strategies will promote long-term positive changes in behaviour and reduce the likelihood of challenging behaviour occurring.

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.

The behaviour response plan should be developed with all people relevant to supporting the student. It is divided into colour-coded columns representing each phase of escalated behaviours across a continuum:

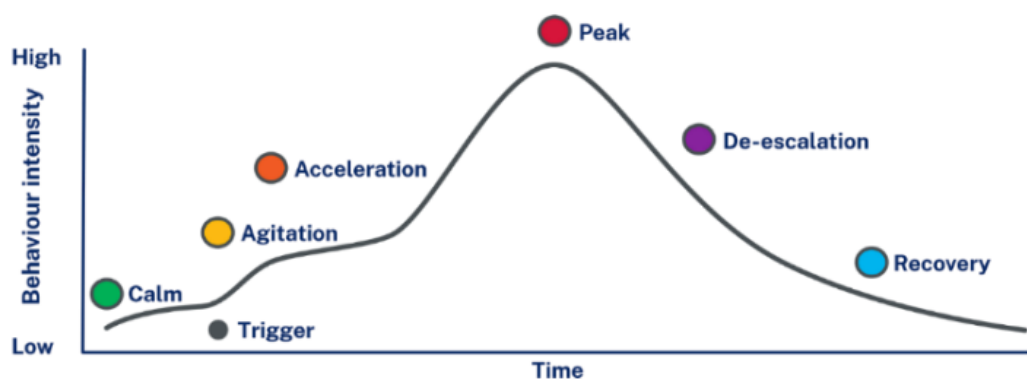


Figure 1 - The Escalation Cycle