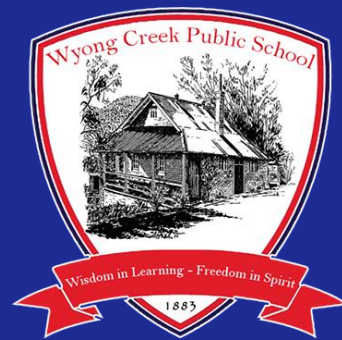




NSW Department of Education

Wyong Creek Public School (WCPS)

School Behaviour Support and Management Plan



Principal: David Ireland

Plan Updated: March 2025 – April 2025

School Context

Wyong Creek Public School, established in 1883, is a small, community-focused school located in a picturesque rural setting on the Central Coast of New South Wales. The school currently has 99 students enrolled, with a diverse student population that includes 10 students identified as English as an Additional Language or Dialect (EAL/D) and 11 students who identify as Aboriginal. Our school prides itself on fostering a strong sense of belonging and inclusivity, where students from all backgrounds are valued and celebrated.

The school operates with four stage-based classes, catering to the diverse learning needs of students from Kindergarten to Year 6. Wyong Creek Public School delivers high-quality, differentiated teaching programs that align with the NSW K–6 Syllabuses, with a strong focus on literacy and numeracy outcomes. Through the integration of evidence-based practices such as explicit teaching, formative assessment, and future-focused learning strategies, we ensure that all students are challenged and supported to achieve their personal best.

A hallmark of Wyong Creek Public School is its commitment to student voice and leadership development. The introduction of a Student Representative Council has empowered students to actively participate in decision-making and school improvement initiatives. Additionally, our Year 6 leaders oversee specialist clubs in CAPA (Creative and Performing Arts), Sport, Environment, Technology, and Library, providing opportunities for peer teaching and collaborative learning.

The school values strong community partnerships and actively engages parents and carers in the educational journey of their children. This is reflected through our strong stance on open communication, 3-way conferences, and close collaboration with the Parents and Citizens' Association. The school has also fostered strong connections with the Small Schools Network, enhancing professional collaboration and enriching student experiences.

Our school's vision, encapsulated in the motto "Wisdom in Learning. Freedom in Spirit," reflects our unwavering commitment to nurturing well-rounded individuals who are empowered to succeed and contribute positively to their communities.

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 WCPS Collect?

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

- Behaviour and incident data via School Bytes (daily).
- Reflection data via internal record keeping methods at Executive and Learning and Support team meetings (weekly).
- School, class, cohort and individual attendance data via School Bytes (weekly).
- Annual student wellbeing snapshot via Rumble’s Quest (semesterly).
- Student voice via the Tell Them from Me survey (yearly).
- WHS incident reporting via SCOUT (Principal access only).
- Parent & Community voice via a Community Satisfaction Survey (yearly).
- 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 |
| • Understanding Behaviour | completed by all staff in 2025 |
| • Trauma-Informed Practice | last updated 2024 (all staff) |
| • De-escalation of Student Behaviour | to be delivered to all staff in 2025 |

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 leadership, 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: Mr Andrew Smith

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 (In 2025 – Terms 2 and 4, ongoing it will be in Terms 1 and 3 for students)
- NSW Public Schools Survey (Term 2 for students, teachers, parents/carers)



Digital Messaging

Parents and carers have access to their child's teacher by making an appointment through the school office, however some teachers may also choose to provide their NSW DoE email address to parents/carers. The School Bytes Parent App enables families to communicate with the school on attendance, payments, permissions and much more. Parents/carers can typically expect a response to an email or request for a meeting 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.



Learning & Support Coordinator

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



Aboriginal Education Officer (AEO)

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



School Counsellor

A school counsellor fosters partnerships with parents and students by facilitating open communication and providing support tailored to individual needs. They work collaboratively with families to address academic, emotional, and social challenges, ensuring that students receive the guidance necessary for their development.



School Events

Wyong Creek Public School 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) choir, music lessons, sporting teams, sporting carnivals, debating, lunch clubs, and much more.



P&C

The Wyong Creek 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. PINK upper	Above 86%	Level 0	LEGO Makers, Movie (Rated G)
2. BLUE middle	Between 76% & 85%	Levels 1 & 2	Disco and Zooper Dooper
3. GREEN 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
- WCPS 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

Assembly Merit & KLA Awards

Students are recognised for their outstanding efforts in fortnightly assemblies. They also receive recognition in the following fortnightly school newsletter.

Goal Getter Awards

Students are recognised for achieving their set learning and personal goals in fortnightly assemblies. They also receive recognition in the following fortnightly school newsletter.

Home Reading Awards

Students are recognised for their commitment to developing their reading skills at home, by receiving an award for every 25 nights of home reading in fortnightly assemblies. They also receive recognition in the following fortnightly school newsletter.

Encouragement Assembly Awards and Presentation Day Awards

Awards for recognition towards all areas of school life, including academic, social, sporting.



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.

Team Within the School. Team Around the School.

Team Within the School: The Learning & Support Team at Wyong Creek Public School is dedicated to providing targeted assistance to students who may require additional help in their academic and social and emotional journeys. They collaborate with teachers to identify students' individual needs and develop personalised learning and support plans (PLaSPs). The team includes a range of professionals who work together to implement effective strategies. They also engage frequently and consistently with parents and caregivers to ensure a holistic approach to the student's education. Ultimately, the Learning & Support Team aims to promote inclusive education and support all students in achieving their full potential.

Leadership: Tarni Russell (Learning, Support & Wellbeing Coordinator) and David Ireland (Principal)

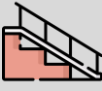
Other Staff: Jasmine Omm (School Counsellor), Carley Skeed (SLSO), Jess Payne (SLSO)

Academic, Personalised Learning and Support Plans, Wellbeing and/or Behaviour, Social, Emotional, High Potential & Gifted Education.

Team WITHIN the school	Learning, Support & Wellbeing Coordinator The Learning, Support & Wellbeing Coordinator at Wyong Creek Public School focuses on ensuring that all students receive the necessary support to succeed academically, socially, and emotionally. They provide direct assistance to students facing academic, social, emotional, or behavioural challenges and collaborate with teachers, school leaders, and external agencies when required. The Learning, Support & Wellbeing Coordinator 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.	Learning & Support Teachers (LaST) LaSTs provide small group interventions focused on enhancing students' skills in English 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.
	Assistant Principal Curriculum & Instruction (APCI) 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.	School Learning Support Officers (SLSO) SLSOs provide essential assistance to students with additional learning needs, working directly with them through one-on-one or small group support to help them engage with their learning and achieve their educational goals. They assist teachers in managing classroom activities and implementing PLaSPs by preparing resources and ensuring all students can participate fully. Additionally, SLSOs monitor student progress and collaborate with teachers and other support staff to create a positive and inclusive learning environment.
Team AROUND the school	School Counsellor Offers guidance to families and staff on students' mental health, social skills, and emotional wellbeing. May provide individual counselling to support students in these areas. Responds to crises and emergencies to support students in distress.	
	APLAS (Assistant Principal Learning and Support) Supports WCPS 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.	
	HSLO (Home School Liaison Officer) 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.	
	LWO (Learning and Wellbeing Officer) Supports students' academic and emotional wellbeing by coordinating resources, interventions, and programs that promote positive learning environments and address individual needs.	
	Aboriginal Education & Support Officers The Education and Support Officers support families and students with a focus on cultural and family needs. They develop and run programs tailored to the strengths and interests of students at the school, fostering engagement and personal growth. Additionally, Education and Support Officers play a pivotal role in building positive partnerships with families and the wider community, promoting collaboration and support for student success.	
	Other Roles Learning & Wellbeing Organiser, Director Educational Leadership.	

SCHOOL-WIDE EXPECTATIONS AND RULES

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

	 RESPECT	 RESPONSIBILITY	 EXCELLENCE
 ALWAYS & EVERYWHERE	- I listen when others are talking. - I use kind words and actions. - I follow directions from adults.	- I take care of my things and others' things. - I follow school expectations. - I own up to my actions.	- I try my best in everything I do. - I set goals and work towards them. - I never give up, even when it's hard.
 LEARNING SPACES Classrooms, iCentre, Reflection	- I raise my hand to speak. - I listen when my teacher or classmates are talking. - I share my things and space nicely with others.	- I keep my workspace tidy. - I bring the right materials to class. - I complete and hand in my work on time.	- I do my work on time. - I ask questions if I don't understand. - I participate actively in class activities.
 INDOOR AREAS Walkways, Wet Areas, Office	- I walk quietly and safely. - I hold doors open for others. - I greet teachers and visitors politely.	- I use indoor voices. - I keep my hands and feet to myself. - I report any spills or messes.	- I help keep the area clean. - I move promptly to my next activity. - I follow the rules of each area.
 OUTDOOR HARD SURFACES Cement, Ball Courts	- I wait my turn to play. - I use kind words and actions during games. - I play by the rules.	- I pick up after myself. - I use equipment safely and responsibly. - I stay in the designated play areas.	- I play fair and include everyone. - I encourage my friends and teammates. - I practice good sportsmanship.
 OUTDOOR GRASS AREAS	- I stay in the right areas during playtime. - I take turns and share equipment. - I respect nature and wildlife.	- I take care of the plants and animals. - I pick up litter and keep the area clean. - I follow the playground rules.	- I try new games and activities. - I play safely and responsibly. - I encourage others to join in.
 TOILETS	- I give others privacy. - I keep the toilets clean for everyone. - I wait my turn patiently.	- I wash my hands after using the toilet. - I use the toilet paper and soap properly. - I report any problems to a teacher.	- I keep the toilet area clean. - I leave the toilets as I found them. - I remind others to use the toilets correctly.
 TECHNOLOGY & ONLINE	- I use kind words online. - I respect others' work and ideas. - I follow the school's technology rules.	- I keep my password private. - I use devices for schoolwork only. - I report any inappropriate content.	- I use technology for learning. - I think before I post or share. - I help others with technology when needed.
 ASSEMBLIES & MUSTERS	- I sit quietly and listen. - I show respect to the speakers. - I follow the assembly rules.	- I follow the instructions from teachers. - I stay with my class or group. - I participate appropriately.	- I clap and cheer for others when appropriate. - I pay attention and learn from the presentations. - I represent my school proudly.

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 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 | School Bytes

CATEGORY	SUB-TYPES		WHEN TO USE
Parent/Carer Contact	- Attendance - Learning - Medication/Health	- Other - Positive Feedback - Wellbeing	When contacting or meeting with parents. This ensures a log of communication has taken place at the school level.
Observation/Monitoring	- Classroom Observation - Playground Observation	Generalised Observation/Monitoring	When keeping records of students who are being monitored for a specific purpose.
Calm/Expected Behaviours	- Getting along with others - Actively following school expectations. - Using polite language and kindness.	- Listening attentively. - Demonstrating perseverance and focus. - Seeking help when needed.	When recognising positive student behaviour in the classroom and in the playground.
Minor Incident	- Minor rough play (pushing, tripping, poking, barging) - Refusal to follow simple directions (non-compliance) - Inappropriate verbal/written language - Disruption (including yelling out)	- Spitting - Out of bounds - Riding bike/scooter through the school - Accidental or swearing to self	When recording low-level student behaviours that pose minimal risk.
Moderate Incident	- Serious rough play that leads to injury (tackling, hitting, kicking) - Defiance (multiple refusals) - Racial, cultural and family name calling - Intimidation (inc. physical & verbal)	- Throwing objects at others - Absconding (from supervision) - Stealing from others (including money and food) - Inappropriate language directed at peers	When recording medium-level student behaviours which may cause some risk.
Major Incident	- Physical assault that results in significant injury (fighting) - Continued or persistent disobedience and/or disruptive behaviour - Discrimination (inc. sex, race, religion, disability or gender identity) - Threats of violence	- Bullying and cyber-bullying - Misuse of technology - Malicious damage to, or theft of, property - Verbal abuse towards staff	When recording high-level student behaviour which often carries some risk or harm.
Crisis Management	- 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.	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?
Reflection Room A space to reflect and engage in restorative conversation with an executive teacher.	Recess play time, whenever required.	Principal & AP.	Attendance in Reflection Room is recorded via School Bytes
Restorative Conversations	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	Only if an incident requires a written report on School Bytes.
Reset Space	Classroom: designated quiet area with learning activity. Buddy class: designated quiet area with learning activity. Playground: designated seated space in the shade (10 mins max).	All staff on duty	Only if an incident requires a written report on School Bytes.

Restorative Practices



<https://education.nsw.gov.au/content/dam/main-education/0003/media/images/Restorative-practice-infograph.jpg>

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.

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 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
	Riding bike/scooter through the school	Stealing from others (including money and food)	Malicious damage to, or theft of, property
	Accidental or swearing to self	Inappropriate language directed at peers	Verbal abuse towards staff
	Age-appropriate 'touching' of self	Inappropriate sexualised talk	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*).
 "It breaks my heart to see ... 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? Reset Space (**no more** than 5-10 minutes).
 "It's clear that you need some time to calm/regulate/think. I need you to ...".
- Refuses to re-engage or is ongoing. **Write it up** (School Bytes).
 "It's sad that 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 School Bytes

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 School Bytes Wellbeing module



INCIDENT DATA RULE		
MINOR	1	2
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
NO LEVEL	< 5 Reflections	Parents will be contact by executive every reflection room visit. Teachers continue with positive reinforcement and proactive strategies.
LEVEL 1 <i>Prevention</i>	5 Reflections	parents/carer meet with Classroom Teacher.
LEVEL 2 <i>Early Intervention</i>	10 Reflections	- parents/carer meet with Classroom Teacher, Assistant Principal and AEO. + development of a student <i>Behaviour Support Plan</i>
LEVEL 3 <i>Targeted Intervention</i>	15 Reflections	- parents/carer meet with Classroom Teacher, Assistant Principal and SSO/AEO. + update of student <i>Behaviour Support Plan</i> + <i>Learning and Support Team</i> referral for targeted/individualised intervention.
LEVEL 4 <i>Individual Intervention</i>	20 Reflections	- parents/carer meet with Learning, Support & Wellbeing Coordinator, Classroom Teacher and Principal. + review of previously applied supports (including plans) + implementation of a <i>Communication Card</i> (timeframe TBD). Classroom-based only.

Note: a student may 'level down' if their behaviour improves. This is done at the discretion of the Exec team.

6. Formal Caution and Suspensions | using data rules and notifications in School Bytes

FORMAL CAUTION OF SUSPENSION

3 x MAJOR in a week = consideration for Formal Caution of Suspension

SUSPENSION

1 x CRISIS MANAGEMENT INCIDENT (EXEC ONLY)

OR repeated/ongoing MAJOR from the above rule.

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.

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: "It breaks my heart to see ... Can we be clear that ...?"

"Thank you for making 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"

"I love how you've turned this around. Great job!"

Behaviour continues

Behaviour improves

Reset Space

- Provide a time-out (5–10 minutes).
Example: "It's clear you need some time to calm/regulate. I need you to"

"Thank you for being respectful and showing me that you can do this. I am proud of you!"

Behaviour continues

Behaviour improves

Record Incident

- Record the behaviour in School Bytes and explain the consequence.
Example: "It's sad you couldn't turn this around. I'll have to write this up."

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

Step 3: Recording an Incident in School Bytes (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 (School Bytes) to Classroom Teacher and LST Team

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

These data rules reset each week.

Placement in Reflection Room

- The LST Coordinator manually places the student in Reflection Room via School Bytes for the following day (after notification).

Student attends Reflection?

NO

YES

Student Attends Reflection Room

- **Recess:** Restorative Circle with an Exec team member
After attendance, the student's Reflection is complete.

Exec team 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 LST).

LEVEL 1

5 Reflections (in a term)

LEVEL 2

10 Reflections (in a term)

LEVEL 3

15 Reflections (in a term)

LEVEL 4

20 Reflections (in a term)

Placement on Levels & Actions

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

Levels Reset

Step 6: Formal Caution/Suspension

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

- Evidence presented to Principal. 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
Emoji Cards - 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. Feelings Card - 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. Rating out of 5 - Again, it's a quick check and doesn't require students to verbally communicate	Turn and Talk - It's about engagement and the discussion opportunity is important. Getting students to have a discussion is often better than talking 'at' students. Think Aloud - It's just a prompt to start reflection. Get your students to spend as little as 10 seconds preparing their answer. Stop and Jot - 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. Sticky Notes on the board - 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.

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 Playground and help clean up (as an example of 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 Classroom Teacher Supported by the LST Team		Implemented by the Team Within a School & Classroom Teacher Supported by the Team Around a School	
PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
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.
Universal School Systems • School-Wide Expectations • ewards Day • Modelling Expected Behaviours • Personalised Learning Plan (PLaSP) • Personalised Learning Pathways (PLP) Student Voice • Rumble's Quest Survey • NSW Public Schools Survey • Student Voice Classroom Checklist • Co-created classroom expectations • Visual timetables & schedules • Positive reinforcements 10:1 • Transition warnings in place • Teaching of expected behaviours • Non-verbal cues & micro-scripts • Recognition board • Point-in-time directions	Student Plans • Behaviour Management Plan • Behaviour Escalation Plan • Risk Management Plan • Health Care Plan • Attendance Plan • Mental Health Care Plan • Transition Plan • Safety Alert Plan • HPGE Plan Groups & Activities • Social Skills Group • Reflection Room • Extra-Curricular Opportunities • Academic • Sporting • Arts Evidence-Based Practices • Explicit Instruction • Graphic Organiser • Self-Management Strategies • Brain Break (scheduled) • Visual Activity Schedules • Visual Supports • Social Narratives • Response Cards • Prompting • Self-Regulation Strategies	Team Within the School • Regulation Program • SSO In-School Program • AEO In-School Program • Functional Behaviour Assessment • Counsellor Referral • Part Day Exemption Plan • Check-In Plan Team Around the School • AP Learning & Support (APLAS) • Home School Liaison Officer • NDIS	Team Within the School • Family Support/Referral • Caution of Suspension • Suspension/s • SSO Support • AEO Support • Counsellor Caseload • Disability Confirmation • Access Request Team Around the School • Networked Socialist Facilitator • BD Placement (short-term) • Non-Government Organisation
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	prevention and early intervention.
Purpose	- explicitly teach positive replacement behaviours - management of environment, triggers and identification and provision of reasonable adjustments.
Features	- identifies the function of the behaviour of concern and finding new ways for the student meet the same need - teaching the student, a more appropriate way to meet the same need - personalised goals and evidence- informed strategies - relevant background information, including strengths and interests - known triggers of the behaviour (e.g., noise, touch, language used) and strategies to reduce these - 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 - when the plan will be reviewed and how it will be evaluated.
Target	- students who require support because they display difficult, challenging or disruptive behaviours - students who have bullied others - students who have been bullied - students who may benefit from additional wellbeing support.
Used	in everyday practice.

Risk Management Plan

Focus	safety, risk reduction, crisis incident intervention, response, and recovery.
Purpose	- mitigate and reduce risk - establish and maintain consistent measures for school staff to follow when a student displays - behaviour that poses a risk of significant harm to self-and/or others.
Features	- clear description of the severe behaviours of concern that may present - looks at the current controls that are in place and working - step by step instructions to minimise risk and maximise safety of all students and staff - systems for reporting and recording incidents.
Target	- students in crisis and distress displaying behaviours that present an imminent or immediate danger to self or others - students who have experienced significant harm and require additional support to feel safe.
Used	a student is in crisis.

Personalised Learning & Support Plan (PLaSP)

Focus	- Tailors educational experiences to meet individual learning, social, emotional, and behavioural needs. - Emphasises personalised support strategies.
Purpose	- Ensures students receive necessary adjustments and support. - Aims to enhance student engagement, learning outcomes, and wellbeing.

Features	- Developed collaboratively with teachers, parents/carers, students, and stakeholders. - Contains clear learning goals and adjustments based on strengths and needs. - Includes strategies for classroom adjustments and differentiation. - Reviewed and monitored regularly with adjustments as needed.
Target	Students with diagnosed disabilities or additional needs requiring significant adjustments.
Used	When students need substantial adjustments to participate and succeed in mainstream or support classes.

Care Continuum (student version)

Focus	- Provides a structured approach to supporting student wellbeing, safety, and mental health. - Ensures continuous care through various levels of support depending on student needs.
Purpose	- To offer a range of interventions and supports from universal to targeted and intensive levels. - Promotes a proactive approach to student wellbeing and mental health.
Features	- Universal support: Preventative measures and wellbeing programs for all students (e.g., social-emotional learning, anti-bullying programs). - Targeted support: Small group interventions for students identified as at-risk (e.g., mentoring, social skills programs). - Intensive support: Individualised, specialised interventions for students with significant mental health or behavioural concerns (e.g., referrals to counsellors, psychologists, or external agencies). - Continuous monitoring, with transitions between levels of support as needed.
Target	- All students (for universal support). - At-risk students or those displaying emerging mental health, social, or behavioural issues (for targeted and intensive support).
Used	- Applied as a preventative and responsive measure to address wellbeing, behaviour, and mental health needs. - Used progressively as student needs intensify, ensuring support is available at every stage of the student's wellbeing journey.

Mental Health Care Plan (TAR3)

Focus	- Supports students experiencing significant mental health concerns. - Provides a structured framework for addressing mental health needs through targeted interventions.
Purpose	- To create a detailed plan outlining specific mental health support for students with significant needs. - Ensures collaboration between school staff, mental health professionals, and the student's family. - Facilitates access to professional mental health services and ongoing care.
Features	- Developed collaboratively with the student, family, school counsellor/psychologist, and external mental health professionals. - Includes strategies for managing mental health concerns in the school environment. - Lists appropriate referrals to external mental health services (e.g., GP, psychologist, or psychiatrist). - Contains a crisis management plan and regular monitoring/review of student progress.

Target	Students with diagnosed or emerging significant mental health concerns requiring professional intervention
Used	When a student shows signs of severe anxiety, depression, trauma, or other mental health issues impacting their wellbeing and learning.

Health Care Plan

Focus	Provides individualised care for students with medical conditions or health needs that require management during school hours.
Purpose	- To ensure the safe management of a student's health condition at school. - Outlines specific procedures, medications, or interventions required to support the student's health needs.
Features	- Developed collaboratively with parents/carers, medical professionals, and school staff. - Details the student's medical condition, treatment, and required actions in case of emergencies (e.g., asthma, diabetes, epilepsy). - Includes medication administration, dietary requirements, and activity restrictions. - Regularly reviewed and updated to reflect any changes in the student's health or treatment.
Target	Students with ongoing medical conditions (e.g., asthma, allergies, diabetes) that require monitoring or intervention during school hours.
Used	- When a student has a diagnosed health condition needing regular monitoring, treatment, or emergency care while at school. - Updated as needed following any changes in the student's health or medical care instructions.

Part-Day Exemption Plan (PDE)

Focus	Allows a student to attend school for part of the day due to specific circumstances that prevent full-time attendance.
Purpose	- To provide flexibility for students who cannot attend a full school day due to medical, mental health, or other significant reasons. - Ensures continued engagement with education while accommodating the student's needs.
Features	- Requires formal approval from the principal or relevant authorities. - Clear documentation outlining the reasons for the exemption (e.g., medical certificate, professional recommendation). - Specifies the duration and structure of the part-day attendance, including transition plans for increasing attendance if appropriate. - Reviewed regularly to assess the student's progress and need for continued exemption.
Target	- Students with medical, mental health, or family-related circumstances that limit their ability to attend school full-time. - Students undergoing phased reintegration into full-time schooling (e.g., after illness, surgery, or significant personal issues).
Used	- When a student cannot attend full-time due to temporary or ongoing health, wellbeing, or other significant concerns. - As part of a plan to support the student's gradual return to full-time schooling or to accommodate their ongoing needs.

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:

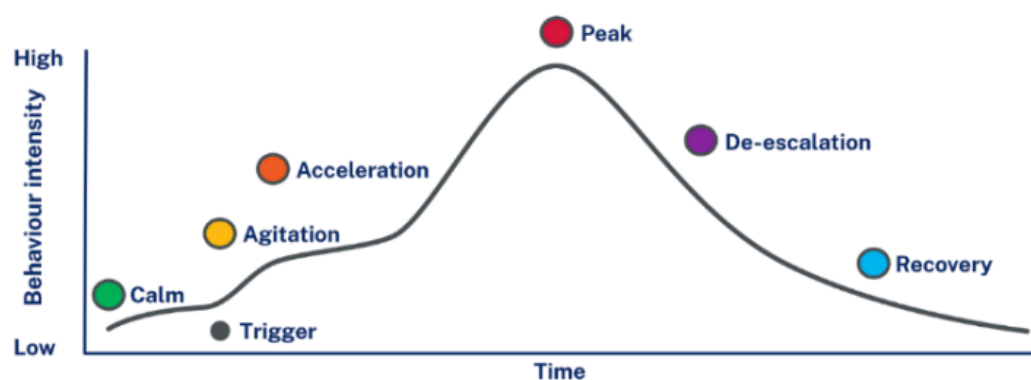


Figure 1 - The Escalation Cycle

What does behaviour support look like in our classrooms

Core Principles

Our approach to classroom behaviour management is built upon the following principles:

1. **Respect for Self and Others** – Encouraging students to treat peers, teachers, and the learning environment with kindness and consideration.
2. **Clear Expectations** – Setting consistent and achievable behaviour expectations that align with our school values.
3. **Positive Reinforcement** – Recognising and celebrating students who demonstrate respectful and engaged behaviour.
4. **Restorative Practices** – Addressing conflicts and behavioural concerns in a way that fosters growth, understanding, and accountability.
5. **Minimal Disruption** – Ensuring that teachers can manage behaviour effectively **without interrupting the flow of learning**.
6. **Teacher Expertise**. All of our staff know how their students learn and what work best best in their classroom. As such there will be minor differences in what is happening in each classroom and each teacher will negotiate with the Principal how best to manage behaviour in their classroom.

Expectations & Strategies

To create a smooth and supportive classroom experience, we implement the following strategies:

1. Establishing Clear Expectations

- Every classroom follows the school-wide behaviour policy, outlining expected conduct in different settings.
- Teachers co-create classroom agreements with students, ensuring they understand behaviour expectations.
- Visual cues (posters, hand signals) reinforce expectations without constant verbal reminders.

2. Proactive Behaviour Monitoring

- Teachers use **non-verbal cues** (eye contact, proximity control, student seating and gesture-based reminders) to **redirect behaviour** without disrupting lessons.
- A **three-step intervention system** is applied:
 1. **Gentle Redirect** – A simple non-verbal or one-word reminder.
 2. **Private Check-In** – Briefly speaking with the student or relocate student during a transition or independent task.
 3. **Restorative Conversation** – If behaviour persists, a structured discussion occurs at an appropriate time.

3. Positive Reinforcement & Engagement

- **Praise and encouragement** (e.g., verbal recognition, in class reward systems) are used to highlight positive behaviour.
- Opportunities for **student leadership and responsibility** are offered to encourage engagement.
- Teachers **build strong relationships** with students to foster trust and accountability.

4. Managing Disruptive Behaviour Without Interrupting Teaching

- The **silent signal system** allows teachers to alert a student discreetly if behaviour needs adjusting.
- **Structured movement breaks** help students refocus before distractions escalate.

- If intervention is required, the **buddy system** allows temporary relocation to a support classroom, ensuring learning continues uninterrupted.

Parental Involvement & Support

We expect our teachers to provide timely feedback to parents on patterns of minor or major incidences.

We understand that behaviour management is a **partnership between school and home**. Parents are encouraged to:

- Reinforce school expectations at home.
- Discuss behaviour goals with their child.
- Support restorative conversations when needed.

Looking After Student Well-Being

Our approach prioritises student well-being by:

- **Encouraging emotional regulation** through mindfulness and self-reflection.
- **Providing structured social-emotional learning** to equip students with positive communication skills.
- **Ensuring access to additional support** for students requiring behavioural interventions.