

# School Behaviour Support and Management Plan

## Overview

The Behaviour Support and Management Plan at Wyee Public School is underpinned by the Positive Behaviour for Learning framework and the Care Continuum. As a school community we work together strategically to develop and deliver a whole school, evidence-based approach to behaviour management to ensure that the practices and procedures are relevant to the specific needs of our students, teachers, and parents. The whole school community established the set of shared values of being safe, respectful, and engaged that sets out the expectations of student involvement and behaviour at school. These values underpin all teaching and learning practices and procedures on behaviour management and student wellbeing.

## Partnership with parents and carers

Wyee Public School partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- parent and carer forums and information sessions
- consulting with the Wyee Public School P&C and Itji-Marru AECG
- newsletter communications with the parent and carer community

Wyee Public School will communicate these expectations to parents/carers by:

- school newsletter, school website and school communication platform, letters, email and phone calls
- timely, informative, solutions focused communications with individual parents and carers.

## School-wide expectations and rules

Wyee Public School has the following school-wide expectations:

**To be safe, respectful and engaged.**

Safe	Respectful	Engaged
Being in the right place at the right time.	Listening attentively.	Making positive choices.
Keeping hands and feet to self.	Being honest and kind.	Following instructions for the first time.
Moving sensibly and respectfully at all times.	Using manners.	Striving for our personal best.
Using equipment as intended.	Looking after our school environment.	Owning our choices.
	Accepting everyone.	

## Behaviour Code for Students

NSW public schools are committed to providing safe, respectful and engaging learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- weekly PBL lessons – explicit teaching of expected behaviour by classroom teacher reinforced by all staff members
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and free and frequent positive reinforcements
- social and emotional learning programs - Grow Your Mind
- providing active supervision of all students

- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners, with support from the Learning and Support Team
- providing intermittent reinforcements of fortnightly class merit awards at assembly
- PBL end of term reward menu decided upon by the Student Representative Council
- Personal Development, Health and Physical Education programs – Child Protection, Drug Education, Sun Smart, Road Safety.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Tier 1	<a href="#">Positive Behaviour For Learning</a> PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole school
Prevention	Dhinevan Mentoring	<a href="#">Dhinevan Mentoring</a> . A cultural mentoring workshop program which has a strong focus on empowering students to be confident, resilient and motivated to reach their goals and aspirations.	Individual students / whole school
Prevention	Student Leadership Team and Student Representative Council	Student leadership teams helping students to work as a member of a team, develop and build positive relationships between peers and teachers, contribute to the school community, use their voice responsibly, value the perspectives and opinions of others, participate in decision making.	Whole school
Prevention	Extracurricular opportunities	Extracurricular opportunities supporting positive academic outcomes, educational aspirations, improved attendance, prosocial behaviours and increase students' social support.	Whole school
Prevention	PLSP, PLPs, IEPs, Behaviour	Educators to use family-centred and strengths-based practice to develop student	Individual students,

Care Continuum	Strategy or Program	Details	Audience
	Management Plans	plans that cater to individual students' areas of support.	families and staff
Prevention	Social emotional Learning Lessons	<a href="#">Grow Your Mind</a> . A social and emotional wellbeing program for schools and homes. Grounded in four key pillars of research: positive psychology, public health, social emotional learning and neuroscience.	Whole school
Prevention	Buddy Bench	A buddy bench is a seat in a school playground where a child can go when they want someone to talk to. The buddy bench is a means by which a child can seek support without the need to rationalize their feelings or to seek out a particular member of staff or special friend. This is manned by the school SRC	Whole school
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	Whole school
Prevention	Peer Support	Peer Support empowers students with practical skills and strategies to positively navigate life and relationships. Peer Support promotes healthier relationships, positive school culture and improved student wellbeing.	Whole school
Early intervention	SLSOs	SLSOs support the implementation of schools whole-school approach to wellbeing helping students develop social and emotional skills and strategies that build resilience, coping skills and positive relationships.	Individual students and staff
Early intervention	Whole class self-regulation strategies	Brain Breaks, heavy work, mindfulness	Individual Classes
Early intervention	Cool Down Zone	Designated spot in the classroom allocated for students to regulate and have access to class regulation tools	Whole school

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Delivery Support Team	Learning Wellbeing Officers, APLAs, senior psychologist education, Learning and Wellbeing Advisor, NDIS Transition Coordinator	Individual students, families and staff
Targeted intervention	Occupational Therapist	Explicitly teaching self-regulation and appropriate use of sensory tools to students identified by staff.	Individual students
Targeted intervention	Cool Connections	This program aims to increase confidence, enhance social skills and develop a sense of connectedness for students who experience issues such as social withdrawal, anxiety or difficulties with peer relationships.	Individual students
Targeted intervention	Attendance support	The Learning and Support team refer students the Attendance team who discuss students of attendance concern with the Home School Liaison Officer. The attendance team convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students
Individual intervention	Functional Behaviour Assessment	Utilising this assessment, staff gain an understanding of why and when behaviours occur. Educators develop, implement and evaluate interventions that better meet the needs of students.	Individual students
Individual intervention	Learning and Support Team	<p>The Learning and Support Teamwork with teachers, students, families and external providers to support those students who require personalised learning and support.</p> <p>The Learning and Support Team:</p> <ul style="list-style-type: none"> <li>- works closely with teachers to ensure students with additional needs are identified and supported</li> <li>- coordinates the planning process, supports and resources for students with additional needs</li> </ul>	Individual students, families and staff

Care Continuum	Strategy or Program	Details	Audience
		-works with the whole school community and other professionals to improve learning for all students	

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

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

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

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

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

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

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

### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded in the school’s School Bytes Wellbeing system.

These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• buddy class reset</li> <li>• restorative conversation</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• expectation reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• restorative conversation</li> <li>• communication with parent/carer.</li> </ul>

Wye Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Grow Your Mind program consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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

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

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

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed</b>
1. Behaviour expectations are taught, through weekly PBL lessons, and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports (classroom regulation toolbox) so that the student can self-regulate. Use classroom cool down zone for students to regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (Dojo Points) in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent (dojo points) moderate and intermittent (assembly awards, fortnightly class redemption of dojo points) significant and infrequent (end of term redemption of dojo points)	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Incident recorded on School Bytes Wellbeing system and parent/carer contacted by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Grow you mind) weekly.	4. Teacher records incidents on School Bytes wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
Teacher contact through See Saw or phone calls home are used to communicate student effort to meet expectations, on a termly basis.	Teacher contacts parents by phone when a range of corrective responses have not been successful.	Parent/carer contact is made by school to discuss any support and behaviour responses, including referral to the LST,



Recognition awards for positive individual behaviour are given at fortnightly school assemblies.	Individual Behaviour Management planning and referral to Learning Support Team may be discussed.	school counsellor, outside agencies or Team Around a School.
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### Responses to serious behaviours of concern

- 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](#).

### Detention, reflection and restorative practices

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Supervised student self-directed time-out in the classroom, designated space	When the student: -recognised a situation may increase stress to themselves or lead to an escalation in their behaviour - requests permission to use self-directed time-out from the class (may be zone in classroom or another predetermined supervised area).	Classroom teacher	School Bytes Wellbeing and/or students’ personalised behaviour support plan

Strategy	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> <li>- if outside classroom, signals and leaves the classroom or education activity without teacher prompting</li> <li>-goes to the prearranged break out/ chill out area</li> <li>- is monitored at all times while they are having self-directed time-out</li> <li>- chooses to return to the classroom or education activity as soon as they feel able to and within an agreed timeframe or in accordance with a personalised behaviour support plan</li> </ul> <p>Duration: for a maximum of 10 minutes or in accordance with a student’s individual behaviour support plan</p>		<p>In teaching and learning programs</p>
<p>Supervised teacher-directed time-out, in the classroom</p>	<p>When:</p> <ul style="list-style-type: none"> <li>- to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation</li> <li>- after other de-escalation strategies and teaching practices have been tried</li> <li>- students engage in behaviours of concern with the need to minimise those behaviours from being reinforced.</li> <li>-teacher directs student to go to the prearranged break out/ chill out area within the classroom</li> </ul> <p>Duration: for a maximum of 10 minutes or in accordance with a student’s individual behaviour support plan</p>	<p>Classroom teacher</p>	<p>School Bytes Wellbeing and/or students’ personalised behaviour support plan</p> <p>In teaching and learning programs</p>
<p>Supervised teacher-directed</p>	<p>When:</p>	<p>Classroom teacher/</p>	<p>School Bytes Wellbeing and</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
time-out, out of the classroom, in a designated class or buddy class	<ul style="list-style-type: none"> <li>- to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation</li> <li>- after other de-escalation strategies and teaching practices have been tried</li> <li>- students engage in behaviours of concern with the need to minimise those behaviours from being reinforced.</li> </ul> <p>Duration:</p> <p>for a maximum of 10 minutes or in accordance with a student’s individual behaviour support plan</p>	buddy teacher	or students’ personalised behaviour support plan
Planned restorative conference, problem solving or reflection in designated reflection room/space	<p>When:</p> <p>After a major behaviour incident of concern</p> <p>Duration:</p> <p>One student playtime usually the following day, and after the student designated food and toilet break.</p> <p>When:</p> <p>After &gt; 3 repeated low-level behaviours</p> <p>Duration:</p> <p>One student playtime usually the following day, and after the student designated food and toilet break.</p>	School executive	School Bytes Wellbeing

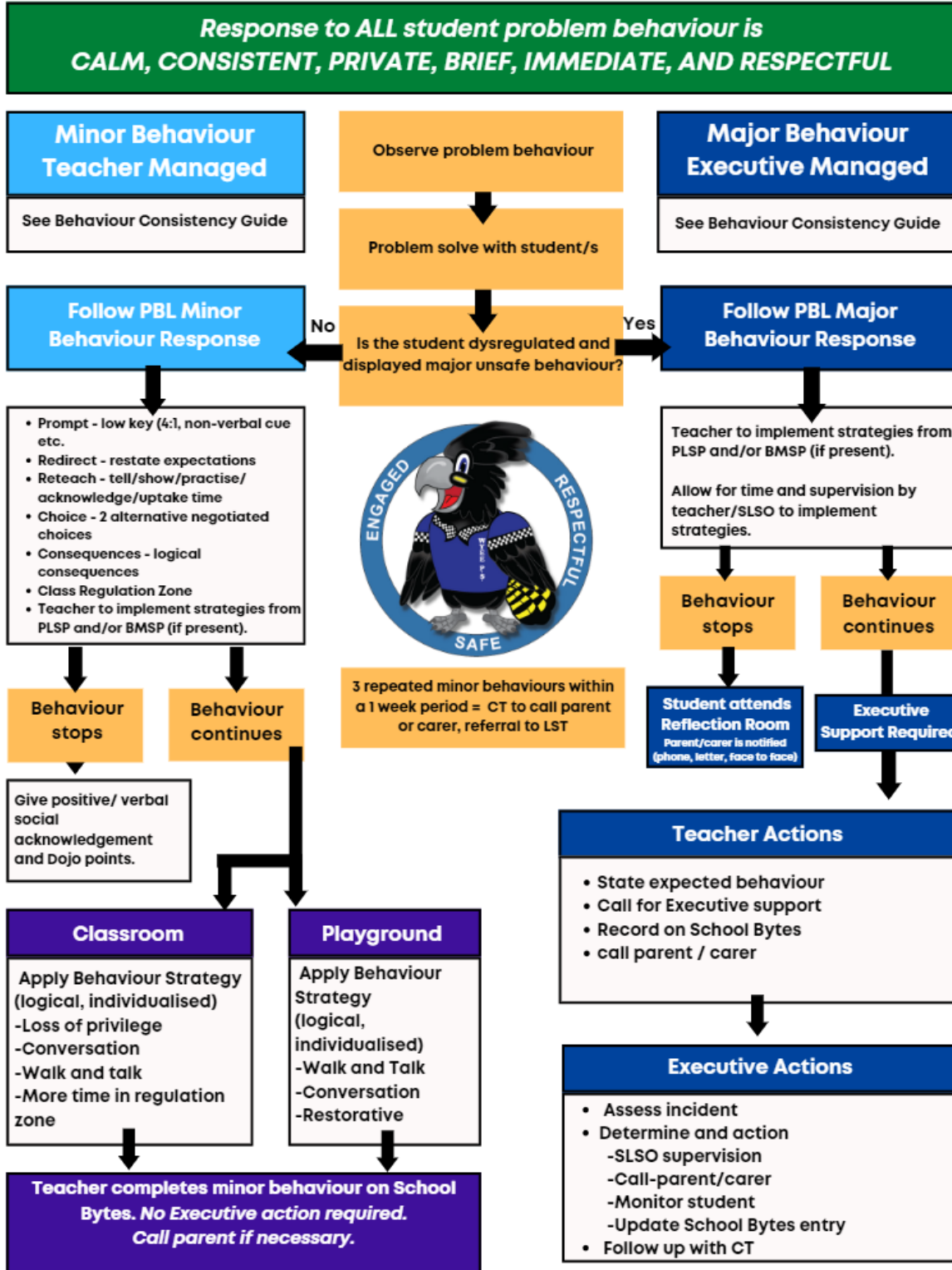
### Review dates

Last review date: Day 1, Term 4, 2024

Next review date: Day 1, Term 4, 2025

Appendix 1: Behaviour management flowchart

# Wye Public School Behaviour Consistency Flowchart



## Appendix 2: Bullying Response Flowchart

