

Woongarra PS Behaviour Support and Management Plan

Overview

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

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

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

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

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

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

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

Behaviour Code for Students

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

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

School-wide expectations and rules

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

Be Safe Be Kind Be Fair Be Great

	BE SAFE	BE KIND AND FAIR	BE A GREAT LEARNER
All settings	<ul style="list-style-type: none"> Wear school uniform Keep your hands, feet and body to yourself Move sensibly and safely Report problems to a teacher Be in the right place at the right time Be sun safe 	<ul style="list-style-type: none"> Listen to and follow instructions Speak politely to everyone Care for the environment Respect personal space, privacy and property Use respectful clapping No swearing or put downs Tell the truth Apologise if you do something wrong 	<ul style="list-style-type: none"> Attend school every day Show pride in all you do Be a team player Be an active participant Stay on task Be responsible for your own learning and behaviour Be upstanders Treat others as you would like to be treated Mobile phones 'off and away' all day
Classroom	<ul style="list-style-type: none"> Walk inside the classroom Use classroom equipment and furniture correctly Ask permission to leave the room Enter and leave quietly and safely Only be in a classroom with a teacher 	<ul style="list-style-type: none"> Allow others to learn Listen when the teacher is talking Use a quiet voice Keep your classroom tidy Clean up after yourself Respect others' belongings Put your hand up Wait your turn Be punctual 	<ul style="list-style-type: none"> Strive for quality work Be prepared with all your equipment Complete your work Be positively involved Ask questions if you don't understand
Playground	<ul style="list-style-type: none"> Play safe games with others Stay in view of a teacher Walk on hard surfaces Wear a school hat: No hat – play under the COLA Sit down to eat and drink Only sit on yarning circle stone Use equipment correctly Stay inbounds 	<ul style="list-style-type: none"> Play fairly Put rubbish in the bin Share and take turns Take care of equipment Return equipment when finished Use polite, positive language Play by the agreed rules 	<ul style="list-style-type: none"> Learn and follow the play area guidelines Show good sportsmanship Move off the playground as soon as the bell goes Seek help from teachers when you need it
Toilet	<ul style="list-style-type: none"> Shut the door Flush the toilet after use Wash your hands 	<ul style="list-style-type: none"> Only one person in a cubicle Respect the privacy of others Turn off the taps Use toilet paper and soap correctly 	<ul style="list-style-type: none"> Be water wise Return promptly to your class or the playground Use toilets at appropriate times
Canteen	<ul style="list-style-type: none"> Shop for yourself Eat only the food you buy 	<ul style="list-style-type: none"> Wait your turn to be served Do not jump the queue Say please and thank you 	<ul style="list-style-type: none"> Know what you want to buy Have your money ready Eat and drink under the COLA


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:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive relationships	Building positive relationships has the greatest impact on learning and behaviour. Positive relationships underpin all effective classroom management and behaviour support practices.	All
Prevention	Classroom expectations and rules	Class based systems of expectations, rules and positive reinforcements are co-developed with students in all classes K-6, based on the school-wide expectations.	All classes K-6
Prevention	Classroom procedures and routines	Procedures form routines that help students meet the expectations stated in the rules. Routines are taught, regularly practised and consistently reinforced.	All
Prevention	Teaching behavioural expectations: <u>Woongarra Way program</u>	Woongarra Way is a series of lessons delivered in Term 1 and repeated throughout the year to explicitly teach the school expectations, rules, rights and responsibilities.	All
Prevention	Active Supervision	Students are always supervised when at school. Supervision occurs in the classroom and playground by moving, scanning and interacting with students.	Students and staff
Prevention	Curriculum delivery	Curriculum links, particularly in PDHPE, include respectful relationships and personal and social capability in all syllabuses	All students
Prevention	Differentiated teaching and learning	Teachers can differentiate: <ul style="list-style-type: none"> • Content – what students learn • Process – how students learn • Product – what students produce • Learning Environment 	To respond to the diverse learning needs of all students
Prevention / Early Intervention	Inclusive Education Practice	In line with the Disability Standards for Education 2005, all staff: <ul style="list-style-type: none"> • implement reasonable adjustments for students with disability to support them to participate in all 	Whole school community

		<p>aspects of school life, on the same basis as students without disability</p> <ul style="list-style-type: none"> • consult students and their parents or carers on reasonable adjustments • support students with disability to access the curriculum through reasonable adjustments and personalised support • implement strategies to prevent harassment, discrimination and victimisation of students with disability. 	
Prevention	Behaviour Communication Card	<p>Families receive weekly communication about behaviour every Friday. Students receive 'On Tack' or 'Needs Improvement'. Being On track gives students positive behaviour awards:</p> <p>5 weeks = Bronze 15 weeks = Silver 25 weeks = Gold 35 weeks = Super Gold</p>	All
Prevention	Recognition and acknowledgement systems	<ul style="list-style-type: none"> • Encouragement awards / stars / stickers in class • 'On Track' weekly commendations • 'Caught You Being Good' lucky dip tokens • Merit Certificates • Recognition in the newsletter • Verbal and written recognition from staff • Bronze, silver, gold and super gold certificates • House points • Presentation Day awards • Attendance awards • Class of the Week 	See Awards and Rewards @ WPS
Prevention / Early Intervention	Keep Your Problems Small spirals	A visual representation of the universal steps used in classrooms to manage inappropriate student behaviour.	All
Prevention	<p>High Five strategy</p> 	<p>This universal strategy is used by students to manage inappropriate behaviour:</p> <ol style="list-style-type: none"> 1. Stop. I don't like that 2. That's not allowed at our school 3. Ignore 4. Walk away (from the problem) 5. Talk to a teacher (get help) 	All
Prevention / Early Intervention	5-point scale – Learning about control	<p>This visual scale is used to teach social and emotional concepts using a 1-5 rating scale, with prompts to assist students in understanding social interactions and managing their emotional responses.</p> <p>Source: <i>The Incredible 5-point scale pp.36-38</i></p>	All classes K-6, individual students
Prevention	5-point scale - Voice	<p>A universal visual scale used in all classrooms to help students understand about voice volume in the classroom.</p> <p>Source: <i>The Incredible 5-point scale pp.17-20</i></p>	All classes K-6
Prevention	ABC functional model of behaviour	<p>The model that is used to describe and record the functions of student behaviour in terms of:</p> <ul style="list-style-type: none"> • Triggers • Setting events • Antecedents • Behaviour • Consequences 	Staff
Prevention	<u>Friendly Schools</u> Anti-Bullying Program	A series of 10 lessons delivered in Term 1 to teach students to understand, recognise, report and respond to bullying.	All classes K-6

Prevention	Bullying No Way Week	Our school participate in Bullying No Way Week in August each year.	Whole school community
Prevention	Anti-Racism Week	Scheduled to coincide with Harmony Day, students complete anti-racism lessons to develop skills needed to counter racism, prejudice, and discrimination.	All classes K-6
Prevention	Harmony Day	A whole school event planned annually on 21 March to celebrate Australian diversity and multiculturalism	Whole school community
Prevention	Anti-racism Contact Officer (ARCO)	A trained ARCO is available to: <ul style="list-style-type: none"> • Promote anti-racism education • Support complaint handling • Monitor incidents of racism 	Whole school community
Prevention	Child Protection Education	Teaching Child Protection is a mandatory part of the syllabus that cover three themes: <ul style="list-style-type: none"> • Theme 1 Recognising abuse • Theme 2 Power in relationships • Theme 3 Protective strategies. 	All classes K-6
Prevention	<u>Moving into the Teen Years Program</u>	Three 90-minute lessons for Year 5 and 6 students delivered by Interrelate to explore a range of adolescent issues, sexuality and respectful relationship education.	Year 5 and 6 students
Prevention	<u>Healthy Harold Life Education</u>	Annual lessons to promote promotes students' physical, social and emotional health and wellbeing.	All classes K-6
Prevention	<u>Worry Woos Program</u>	Weekly lessons for Kindergarten students to help develop behaviour in five main areas: <ul style="list-style-type: none"> • Self-awareness: Recognising emotions • Self-management: Regulating emotions • Social awareness: Taking the perspective of and empathising with others • Establishing and maintaining relationships • Making respectful choices about behaviour 	Kindergarten students
Prevention	<u>Top Blokes</u>	A group mentoring program for boys to increase resilience, empathy and respect for self and others delivered over 10 weeks by the Top Blokes Foundation	Year 6 boys
Prevention	Cultural groups	Are offered weekly for all Aboriginal and Torres Strait Islander students K-6, led by a cultural mentor (<u>Dhinewan Mentoring</u>). Boys didge group is taught every two weeks.	Aboriginal and Torres Strait Islander students
Prevention Early Intervention Targeted Individual	eSafety Commissioner <u>Toolkit for Schools to prevent and respond to cyberbullying</u>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention	Movement breaks	Teachers integrate movement breaks throughout the day to improve concentration, self-regulation and self-management	All classes K-6
Prevention	EAL/D Mentor	An EAL/D mentor is available to support teachers to students who require additional support to access the curriculum and develop the English language proficiency required for success at school.	Individual students with EAL/D
Prevention	HPGE Mentor	A HPGE mentor is available to support HPGE students and teachers. The Sport Coordinator supports HGPE students in representative sport.	Individual HPGE students

Prevention	Internal transition programs	A whole school transition program occurs in Term 4 where students meet teachers and visit classrooms for the following year. Other strategies for some students include social stories, review meetings with previous teachers, pre-school transition to school statements, access to LST files, and information exchange with external providers.	All students K-6 Students requiring transition support
Prevention	Kindy Orientation	Transition to school program offered in Term 4 to familiarise students and families with their new school and form connections prior to starting school.	Pre-school students and families
Prevention	Transition to High School	A series of activities and events throughout the year designed in collaboration with Wadalba Community School for students entering Year 7. Students are also offered extra transition visits on a needs basis.	Year 6 students moving into Year 7
Prevention	Players Sporting Code of Conduct	A framework to promote fair play and appropriate behaviour in school sport, including a Player's Code and Parent / Carers Code.	Sporting representatives
Prevention	Morning assembly	Good news announcements and messages to start the day in a positive way	All
Prevention	Fortnightly assembly	Good news assemblies for K-6 students on alternate Fridays for awards, commendations, recognition.	All
Prevention	Playground games - agreed rules	Students have agreed on standard rules for soccer and handball games in the playground.	All
Prevention	Playground posters	A series of posters are displayed that describe games and activities that can be played in different areas of the school.	All
Prevention	Peer Playground Buddies	Year 6 students nominate to act as Peer Playground Buddies. Buddies who play games and activities with younger students during recess and lunch breaks, developing positive relationships and acting as role models.	Year 6 buddies. Available to all students.
Prevention	Buddy Bench	A special bench under the COLA for students who are looking for someone to play with	All
Prevention	Sports shed	House captains distribute sports equipment during play breaks for students to use in the playground	Students K-6
Prevention	Lunchtime clubs	Are offered throughout the year as a playground alternative, e.g. Minecraft, Lego, drawing	Student choice
Prevention	Playground folders	Duty teachers wear high vis vests and carry folders with emergency assistance cards, CYBG tokens etc.	Duty teachers
Prevention	Yard Games	Supervised Yard Games and sensory panels are available during recess and lunchtime as an alternate passive space to play.	Student choice
Prevention	Student Parliament	Student Parliament, comprising eight Year 6 Ministers and a Student Representative Council (SRC) of students in years 3-6 meet regularly each term.	SRC Years 3-6
Prevention	Class Meetings	Led by two Student Council Representatives, class meetings provide opportunities for students to participate in decision-making about things that affect them. Class SRC reps feed this forward to student Parliament.	Students 3-6

Early Intervention	Consistent and fair consequences (See Appendix 1 – Behaviour Management Flowchart)	Teachers respond consistently to inappropriate or unwanted behaviours using fair, logical, and predictable consequences and strategies such as: <ul style="list-style-type: none"> • Corrective feedback • Logical consequence • Prompting - Use of proximity and body language • Parallel cueing and planned ignoring • Tactically ignoring • Redirection • Reteach • Giving choices • Individual conference 	All
Prevention Early Intervention Targeted Individual	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	Whole school community
Early Intervention Targeted Individual	Individual Education Plans (IEPs)	IEPs include modified individual expectations and goals, adjustments to learning, accommodations, developed in consultation with parents / carers and reviewed regularly.	Individual students requiring additional support at school
Early Intervention Targeted Individual	School Counselling service	School counselling staff support students by providing a psychological counselling, assessment and intervention service: <ul style="list-style-type: none"> • assess students with specific needs • work collaboratively with teachers and specialists • help families understand and manage their children’s learning and mental health needs • liaise with external agencies and other mental health professionals to provide coordinated, wrap around support for individual students. 	Individual students, accessed via Learning Support Team referral
Early Intervention	Social narratives	Brief, individualised descriptions of social situations, written in a story format using visual aids such as pictures and cartoons to model the expected behaviour.	Individual students
Early Intervention Targeted Individual	Visual schedules / timetables	Visual schedules help all students to understand what is going on and the order of events. This can reduce anxiety. Schedules typically consist of movable cards depicting daily activities which are mounted with Velcro or blu-tac. Students can be involved in changing the cards, for example, by removing the card once the activity has finished.	Particularly useful for students with Autism Spectrum Disorder, but beneficial for all students.
Early Intervention Targeted Individual	Teacher directed time out	Time out is a planned strategy used as part of a behaviour support plan (and after de-escalation strategies) to prevent an escalation of behaviour. A student is directed away from an activity or setting to a space within the classroom or nearby where the student can be monitored and supported to stop behaviours from being reinforced.	Individual student with a behaviour support plan
Early Intervention Targeted Individual	Restorative conversations	Paired with teacher-directed time out to give explicit instruction of replacement behaviours and personalised feedback to the student as they develop replacement behaviours.	Individual student after time-out
Early Intervention Targeted Individual	The Incredible 5-point scale	The 5-Point Scale is used to help students understand and control their emotional reactions to everyday events that might otherwise set in motion escalating	Students requiring support to control

		reactions. The use of the scale helps break down a given behaviour and suggests alternative, positive behaviours at each level of the scale.	their emotional reactions
Early Intervention	Self-regulation training	Brain breaks, heavy work, Interception activities	Individual students
Early Intervention	Playground Monitoring	For students who require support in the playground because they display difficulty following the playground rules and expectations	Students needing playground support
Early Intervention Targeted Individual	Self-directed time out (playground or classroom)	Self-directed time-out enables a student to remove themselves from a situation or environment causing stress for time alone. It is often used to prevent an escalation of behaviour. It may be used as part of a behaviour support response. Students are monitored by a teacher while they are having self-directed time-out. A stuck card can be used as a non-verbal signal	Individual students who need to leave a stressful situation
Early Intervention Targeted Individual	Stuck Cards 	Used to indicate a need for self-directed time out. Teachers may ask student to walk with them, practice breathing, or help them use strategies.	Individual students, when becoming heightened or moving up the 5-point scale
Early Intervention Targeted Individual	Check In, Check Out (CICO) Daily Progress Report	Students check in and check out with a teacher daily. Positively stated behavioural expectations and goals are set with points awarded. A Daily Progress Report helps teachers and students track progress throughout a set time.	Individual students who require additional support managing low-level disengaged behaviours
Early Intervention Targeted	Social skills intervention	Small, group explicit instruction can be planned for students with one or more social skills deficits, for example, cannot make/keep friends, uncooperative, responds inappropriately in certain situations.	Students not responding to Tier 1 school-wide supports, LaST.
Targeted Individual	Attendance support	The Attendance Team will convene a meeting with students, families and teachers to address barriers to improved attendance and set attendance goals.	Students whose attendance is of concern
Individual intervention	Part-Day exemption	Part day exemption provisions allow a student to attend school for a specific period of time on a temporary basis.	Individual students
Early Intervention Targeted Individual	Individual behaviour support planning - <u>Behaviour Contract</u>	A behaviour contract is a positive-reinforcement intervention. The contract sets out the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan. The student usually has input into the conditions for earning rewards, which makes them more likely to follow it. Behaviour contracts can take many forms. They may look like formal agreements, or they may be sticker charts.	For students who require support to change their behaviour
Early Intervention Targeted Individual	<u>Individual Behaviour Support Plan (BSP)</u>	A Behaviour Support Plan is developed in consultation with parents / carers. The plan: <ul style="list-style-type: none"> identifies the function of the behaviour of concern, known triggers, and known situations that make the behaviour more likely identifies new ways for the student to meet the 	Students who require support because they display difficult, challenging or

		<p>same need and the adjustments required</p> <ul style="list-style-type: none"> • includes personalised goals and evidence-informed strategies to explicitly teach positive replacement behaviours and manage triggers 	<p>disruptive behaviours.</p> <p>Students who have been bullied, or who have bullied others</p>
Individual Intervention	Behaviour Response Plan	<p>Used when preventative support strategies are not working. Used to:</p> <ul style="list-style-type: none"> • Guide the actions of staff to respond consistently if the student behaviour has been triggered and is escalating. • keep everyone safe • Reinforce supports and strategies that are being explicitly taught to the student <p>Features a description of each of the phases of the behaviour continuum – calm, agitation, acceleration, crisis, de-escalation, recovery; and strategies that adults will use to support the student and themselves at each phase.</p>	<p>For individual students with complex behaviours that are of high intensity</p>
Individual intervention	Risk Management Plan	<p>Used when a student is in crisis. Focus is safety, risk reduction, crisis incident intervention, response and recovery. Features:</p> <ul style="list-style-type: none"> • Clear description of the severe behaviours of concern that may be present • Current controls that are in place and working • Step by step instructions to minimise risk and maximise safety • Systems for reporting and recording incidents 	<p>For individual students displaying behaviours that present an imminent or immediate danger to self or others.</p>
Targeted	<u>Functional Behaviour Assessment</u>	<p>Functional behaviour assessment helps to identify and understand form, function, context of behaviour so that additional programs and strategies can be put in place to address or support the problem behaviour.</p> <ul style="list-style-type: none"> • Form: the observable behaviour- what are they actually doing? • Function: the underlying cause - what is the goal of the behaviour? • Context: the setting – where does it occur? What happens immediately before and after? 	<p>Individual students or whole classes, where positive behaviour support strategies are needed.</p>
Targeted Individual	Team Around a School	<p>The Team Around a School provides advice and support to teams within the school with:</p> <ul style="list-style-type: none"> • Professional learning • Individual student plans • Understanding disability • Complex student needs and case support • Suspension and behaviour • Learning and Support Team development • Policy • Linking to external agencies 	<p>Accessed when required, on a case by case basis</p>
Individual Intervention	External Providers	<p>Externally funded service providers are welcome at Woongarra PS, at the principal’s discretion, when the external service aligns with the student’s personalised learning plan. An externally funded service delivered in school should support the student’s participation in education and access to the curriculum.</p>	<p>Individual students requiring additional support at school</p>

Early Intervention Targeted Individual	Communication with parents / carers	We work in partnership to select and implement early intervention strategies, behaviour contracts, behaviour support, behaviour response and risk management plans	All
Prevention	<u>School Community Charter</u>	The Department's School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.	Parents, carers, educators and school staff
Prevention	Communicating with the school	A guide is published annually for parents and carers to know who to contact for concerns, complaints and compliments.	Parents and community
Prevention Early Intervention Targeted Individual	Professional learning	Staff have access to resources and PL, including: <ul style="list-style-type: none"> • Universal Positive Behaviour Support @ Woongarra PS Guide • Classroom Management Fundamentals • Understanding behaviour support planning • Disability and additional learning and support • <u>Evidence-based practices for students with disability</u> • <u>Inclusive Practice Hub</u> <u>How do I plan for behaviour support? (nsw.gov.au)</u>	Teachign and non-teaching staff

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

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.

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. See Appendix 1.

- **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 Sentral Wellbeing system.

These include:

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

Woongarra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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.

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

Responses to serious behaviours of concern

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

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

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

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.

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.

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.

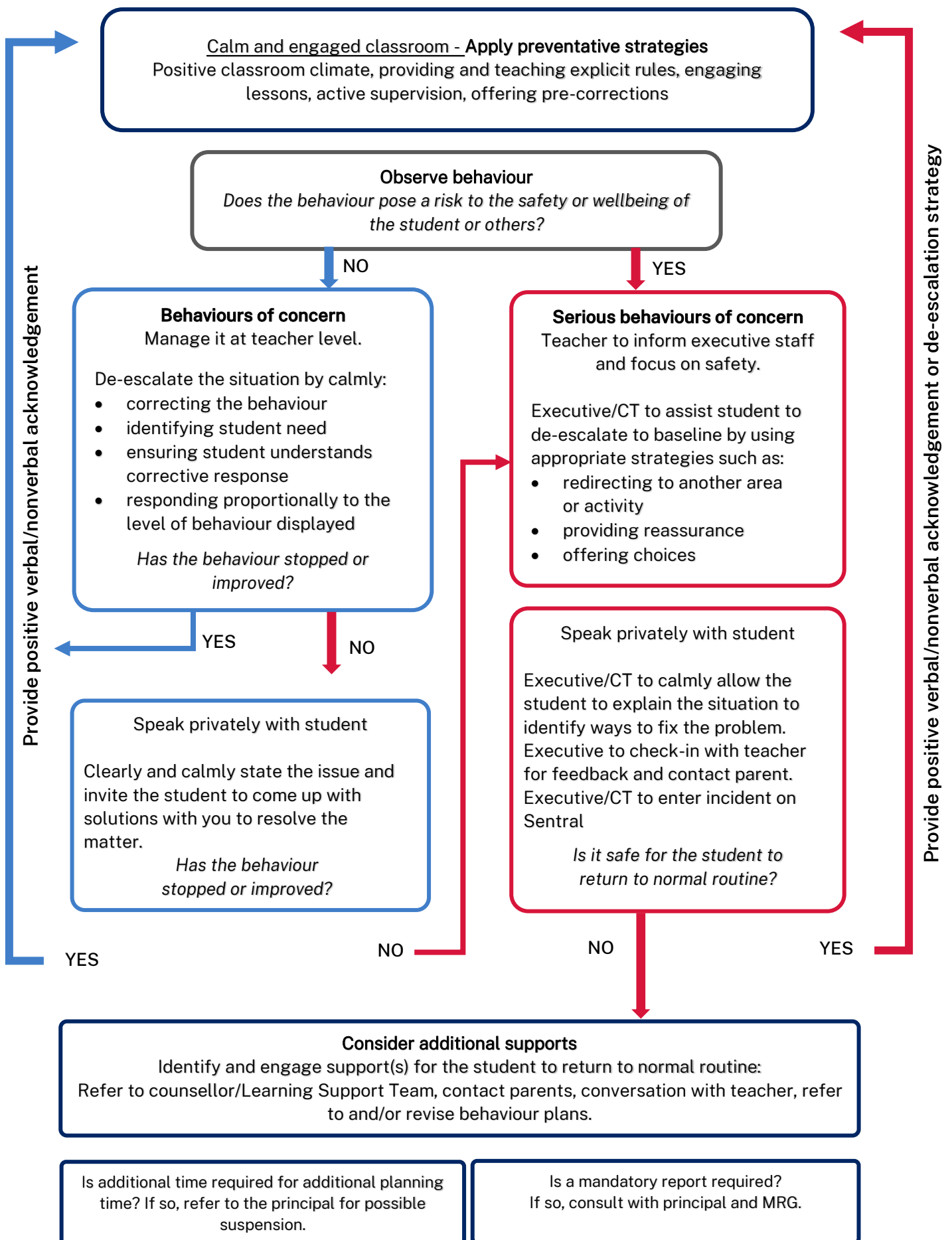
Strategy	When and how long?	Who coordinates?	How are these recorded?
Self-directed time out in a pre-arranged area used by the student to self-regulate.	Within an agreed timeframe as part of their plan.	The student is able to move freely and between spaces and can be seen by the teacher at all times.	The use of this space is a planned strategy identified in the student's individual planning.
Restorative Practice conference	Maximum 15 minutes per break	Stage Assistant Principal	Documented in Sentral
Teacher-directed time out	Shortest time possible	Student is monitored by the teacher	This strategy is in the student's individual planning
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next break	Assistant Principal	Documented in Sentral
Structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral

Review dates

Last review date: Day 1, Term 2, 2024

Next review date: Day 1, Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

The following flowchart explains the actions Woongarra Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

