



**WOOLLOOWARE**  
PUBLIC SCHOOL

# School Behaviour Support and Management Plan

**LEARNING FOR LIFE**

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# School Behaviour Support and Management Plan

In accordance with the NSW Department of Education's Student behaviour policy we have developed a School behaviour support and management plan (SBSMP) in partnership with the school community.

Woollooware Public School is committed to explicitly teaching and modelling positive behaviour, through a behaviour curriculum, 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, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:



**Our school community has developed a statement of purpose:**

*To develop responsible independent and lifelong learners with a love of learning, the ability to make decisions and respect for the rights and values of others.*

## Partnership with parents and carers

Woollooware Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying 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.

Woollooware 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.

## School-wide expectations and rules

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

Woollooware Public School is guided by values to support and encourage positive behaviour. These values are Safe, Respectful, Learner. Students must follow these expectations displayed on the matrix. We explicitly model and teach these expected behaviours through a school wide [Behaviour Curriculum](#) (see appendices).

## Safe

- Model and follow school and class values and expectations.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

## Respectful

- Kindness and consideration for others
- Celebrate differences
- Show respect for yourself and others
- Take pride in yourself and your school

## Learner

- Always strive to achieve your best
- Be actively involved in school life
- Set goals and endeavour to achieve them
- Be a team player

### 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](#).

### 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	<b>Positive Behaviour for Learning (PBL)</b>	PBL lessons are taught by classroom teachers to demonstrate school expectations for each location in the school. These lessons each have a specific focus which prepares students with the information needed to display positive behaviour throughout Woollooware Public School. These lessons are reinforced throughout the whole year.	All
Prevention	<b>Behaviour Curriculum</b>	Explicitly taught whole school behaviour curriculum to model expected behaviours.	All
Prevention	<b>Wellbeing Groups</b>	Wellbeing Groups is a program aimed to support children and adults to develop a stronger sense of wellbeing and to be more resilient, confident and successful. Each well-being group is made up of mixed grades who are taught by a staff or community member and contains a series of lessons based on our school values, building resilience and anti-bullying.	All
Prevention	<b>Care Crew</b>	The Care Crew are a group of playground peer helpers who have had special training for their role.	
Prevention	<b>Child protection</b>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention /Early Intervention / Targeted / Individual	Australian eSafety Commissioner <b>Toolkit for Schools</b> to prevent and respond to cyberbullying	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
Early Intervention	<b>Peaceful kids</b>	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students/small groups K - 6
Early Intervention	<b>Brainstorm Productions</b>	Whole school production (annual performance) to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience.	students K - 6
Targeted / Individual intervention	<b>Learning and Support</b>	The LST works with teachers, students and families to support students who require personalised learning and support, including social skills support programs (small group) and individualised mentoring.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	<b>Attendance support</b>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	<b>Individual behaviour support planning</b>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

## **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.](#)

Woollooware 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.

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.

## **Acknowledging and Rewarding Student Achievement**

Woollooware Public School aims to create a positive environment where students are acknowledged and rewarded for their behaviour, work habits and achievements. Varied forms of positive reinforcement are used for acceptable behaviour across the whole school in accordance with the Behaviour Code for Students and School Values.

Each classroom clearly displays the class rules and expectations for students to follow. School expectations are displayed in the class and around the playground. This reinforces acceptable behaviour and allows students to recognise their achievements. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods.

### **Whole School Positive Recognition**

- **White Tokens**

Teachers issue White Tokens in the classroom and playground to reward student and team effort and achievement. Two keys are drawn each Monday assembly to reward positive behaviour. Students receive a canteen voucher.

- **Blue Tokens and alternate classroom recognition**

Class teachers may issue Blue Tokens in the classroom to reward student positive behaviour and achievement. Two Blue Tokens equal to one sticker on the Student Achievement Chart. Alternate methods of recognition are used at teacher discretion such as Class Dojo, peg charts etc.

- **Achievement Charts**

Students work towards achieving three Achievement Charts- Silver, Gold and Platinum. When students have achieved nine stickers on their Achievement Chart they are presented with the appropriate Achievement Award at their fortnightly stage assembly. Students who display behaviour that exemplifies our school values will continue to work through our Achievement Chart cycle.

- **Merit Awards**

Merit awards are issued at each fortnightly stage assembly by teachers to recognise positive behaviour in the classroom and in the playground. These merit awards are categorised as Safe, Respectful, Learner. These awards represent a dot on their achievement tree.

- **Bronze, Silver, Gold, Platinum Merit Awards**

Silver, Gold, Platinum Merit Awards are issued at fortnightly assemblies by teachers to celebrate students who have filled their Achievement Charts. These awards recognise positive behaviour in the classroom and in the playground. These merit awards are categorised as Safe, Respectful, Learner.

- **Woollooware Public School Reward System**

To assist teachers in achieving a positive learning environment, Woollooware Public School has a school award system which is based around the core values (see page 3). The values are categorised into safe, respectful, learner. These awards (tokens) are distributed in class and in the playground and can be accumulated throughout the years. The class has a display of the school values in the room. It is the responsibility of students to keep their awards in a safe place.

## Free and Frequent Reward

White and Blue Tokens are rewarded daily to individual students in the classroom and on the playground.

Two Blue Tokens equals to one sticker on Bronze Achievement Chart  
(18 Blue Tokens)

Two Blue Tokens equals to one sticker on Silver Achievement Chart  
(18 Blue Tokens)

Silver Achievement Awards

Two Blue Tokens equals to one sticker on Gold Achievement Chart  
(18 Blue Tokens)

Gold Achievement Awards

Two Blue Tokens equals to one sticker on Platinum Achievement Chart  
(18 Blue Tokens)

Platinum Achievement Awards

Two Merit awards are issued at each fortnightly stage assembly by teachers to recognise positive behaviour in the classroom and in the playground. These awards represent a Blue token.

## 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 Supported** – management of behaviour of concern is supported by school executive.
- Corrective responses are recorded on the Schoolbytes system. These include:

### *Classroom Behaviour Examples*

<b>MINOR</b> (Class/Supervising Teacher)	<b>MAJOR</b> (Teacher with AP)	<b>CRITICAL</b> (Teacher with AP and DP/P)
Not following PBL expectations and school routines Running in classroom Refusal to work Disruptive behaviour (calling out, refusing to participate) Disrespectful behaviour Disrespecting property Unsafe behaviour Non-compliant Inappropriate language Physical contact Misuse of technology  <b>3 or more minor incidents recorded in Schoolbytes in a 5 week period, lead to a major</b>	Continual non-compliance Theft/forgery Purposeful disruption Defiance Swearing Bribery Throwing equipment (deliberate) Leaving classroom without permission Physical Contact Racism Vandalism Verbal abuse/ verbal threats Inappropriate usage of technology  <b>3 or more major incidents in a 5 week period recorded in Schoolbytes in a 5 week period, may lead to a critical</b>	Persistent major behaviours Criminal behaviour Possession of a firearm, prohibited weapon Use, supply, or is in possession of, a suspected illegal substance Use of an implement as a weapon Absconding Malicious damage to, or theft of property Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.  <b>SUSPENSION - refer to policy and review Behaviour Code with student</b>

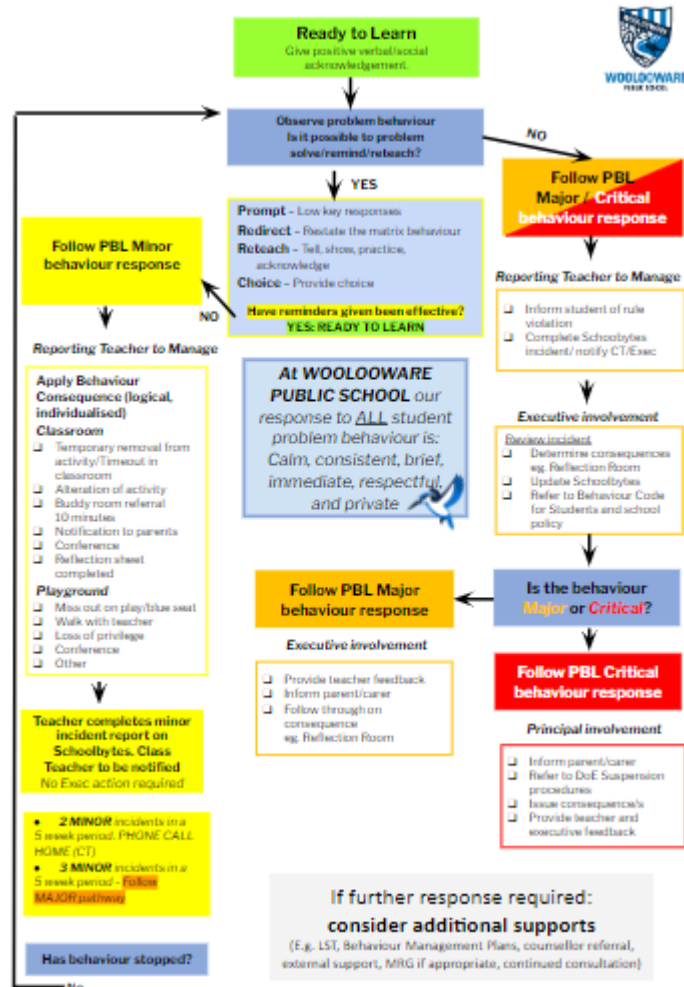
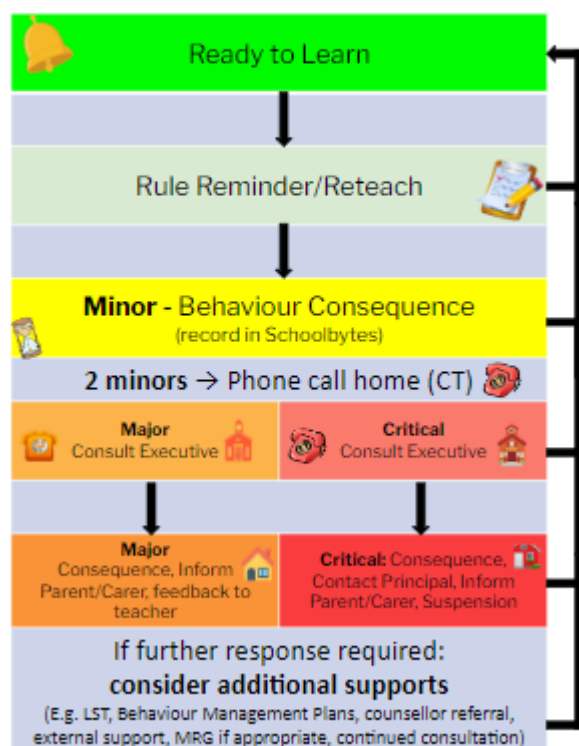


### Playground Behaviour Examples

<b>MINOR</b> (Playground Teacher)	<b>MAJOR</b> (Playground Teacher with AP)	<b>CRITICAL</b> (Teacher with AP and DP/P)
<p>Not following PBL expectations and school routines Out of bounds/ in classrooms without permission No hat Unsafe play Interfering in games Playing in toilets Play Fighting Inappropriate language Non-compliant Name calling, teasing, put downs Property misuse Littering</p> <p><b>3 or more minor incidents recorded in Schoolbytes in a 5 week period, lead to a major</b></p>	<p>Continual non-compliance Theft Swearing Throwing equipment (deliberate) Disrespect to staff Physical Contact Vandalism Stealing Racism Bribery</p> <p><b>3 or more major incidents in a 5 week period recorded in Schoolbytes in a 5 week period, may lead to a critical</b></p>	<p>Persistent major behaviours Physical Violence Criminal behaviour Possession of a firearm, prohibited weapon Use, supply, or is in possession of, a suspected illegal substance Use of an implement as a weapon Absconding Malicious damage to, or theft of property Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.</p> <p><b>SUSPENSION - refer to policy and review Behaviour Code with student</b></p>

## Managing Inappropriate Behaviours

### Behaviour Flow Chart



### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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)
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

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

### Reporting and recording behaviours of concern

Staff will comply with 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](#)

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

### ***Detention, reflection and restorative practices***

*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.*

Students will engage in a reflective conversation with the supervising teacher or Assistant Principal. Discussions will consist of an approach using the philosophies of PBL. Students referred to the **Reflection Room** are to be entered and tracked through Schoolbytes.

Referrals may be initiated by the executive when multiple negative incidents have been recorded on Schoolbytes.

If completion of the time in the Reflection Room does not result in a positive response from the student or they do not attend the Reflection Room, the following actions will occur at the discretion of the Assistant Principal, Deputy Principal or Principal.

In most circumstances, if a student needs time in the reflection room on more than one occasion, and/or displays critical level behaviour, then his/her participation in external activities will be jeopardised. Such activities include (but are not limited to): Sport, Leadership positions/opportunities, Excursions and other external activities. The final decision will rest with the Deputy Principal or Principal.

In cases of severe behaviour, steps may be skipped with students being referred directly to Deputy Principal or Principal.

**Department of Education suspension and expulsion guidelines will be enforced as required in managing student behaviour [https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)**

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
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 (detention)	Next break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]
Restorative practice – <u>peer mediation</u> or <u>circles</u> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing ITD system]

### **Review dates**

Last review date: **20 December 2024**

Next review date: **18 December 2025**

# Bullying Response Flowchart

The following flowchart explains the actions Woollooware 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.

