

# Wallerawang Public School

## Behaviour Support and Management Plan

### Overview

Wallerawang Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning.

#### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Wallerawang Public School has the following school-wide expectations:

**RESPECTFUL:** Students display respectful behaviour in all school settings. This includes being respectful to their peers, staff and members of the school community. They are also taught to show respect for the land and acknowledge the First Nations People as the original owners of the land where we live, work and play.

**RESPONSIBLE:** As students at Wallerawang Public School and citizens they are supported to take responsibility for their actions and behaviour to equip them for the many facets of life.

**SAFE:** Students have the responsibility to display safe behaviours at school, so that Wallerawang PS is a safe place for students and staff.

Wallerawang Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Respond to all student problem behaviour in a calm, consistent, brief, immediate and respectful manner
- Verbal recognition of students following expectations by all school staff in all contexts
- Whole school expectations positively stated, modelled and reinforced
- Classroom expectations co-constructed with students
- Whole school and classroom acknowledgements

- Students displaying behavioural expectations are acknowledged with a 'Gotcha'
- Students with exceptional behaviour who consistently display respectful, responsible and safe behaviour receive the Principals Golden Gotcha award and acknowledgements
- Positive Behaviour for Learning awards at fortnightly assembly for students who are following expectations and displaying respectful, responsible and safe behaviours
- Paw Patrol awards for students 'spotted' being respectful, responsible and safe in the playground by their peers
- Recognition at Presentation Day Assembly – for both citizenship and outstanding school role models through meeting behaviour expectations

### Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

### Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	School – wide Expectations	<ul style="list-style-type: none"> <li>• Whole school expectations established with students and communicated to school community.</li> <li>• Whole school expectations visually displayed around the school under the school wide expectations of RESPECTFUL, RESPONSIBLE and SAFE.</li> <li>• School wide expectations are rebooted at the beginning of the school year and as required from the fortnightly collection and analysis of data.</li> <li>• Positive Behaviour for Learning lessons reflect focus area of school wide expectations.</li> <li>• Students are acknowledged for following school wide expectations in the playground with members of the Student</li> </ul>	All school staff teaching and non-teaching Students Parents/ Carers

Care Continuum	Strategy or Program	Details	Audience
		<p>Representative Council known as the 'Paw Patrol' handing out Gotchas. They identify 2 students for being respectful, responsible and safe for a Paw Patrol award at the fortnightly assembly.</p> <ul style="list-style-type: none"> <li>• Students collect Gotchas and place them in the 'Gotcha Box' at the fortnightly Friday assembly. When students reach the arrow a whole school acknowledgement occurs. Students suggest acknowledgements and the PB4L team decide on the acknowledgement at the fortnightly meeting. On average there are 2 a term and an acknowledgement day at the end of the year.</li> </ul>	
Prevention	Classroom Expectations and developing routines	<ul style="list-style-type: none"> <li>• All staff co-construct classroom expectations with students at the beginning of the school year, with release from face-to-face staff and School Learning Support Officers involved. They are concise and in student friendly language and positively stated.</li> <li>• Providing opportunities for students to practice routines and expectations in a safe and supported environment.</li> <li>• Classroom expectations are clearly displayed and visually appealing. They are accessible by students and staff and referenced during lessons as reminders.</li> <li>• Students' classroom data is collected and analysed as a part of the fortnightly Positive Behaviour for Learning meetings. Lessons targeting classroom expectations can be a focus of lessons as required.</li> <li>• Whole class acknowledgement systems support Positive</li> </ul>	All school staff teaching and non-teaching, students parents/ carers

Care Continuum	Strategy or Program	Details	Audience
		<p>Behaviour for Learning. Students work towards a class acknowledgement agreed upon by all members.</p> <ul style="list-style-type: none"> <li>• Gotchas are collected in classrooms and added to the whole school GOTCHA box at the fortnightly assembly.</li> <li>• Teachers select a student from their class to receive an award at the fortnightly whole school assembly for an identified respectful, responsible or safe behaviour.</li> <li>• Reinforce positive certainty through phone calls.</li> </ul>	
Prevention	Developing Relationships	<ul style="list-style-type: none"> <li>• Botheredness built into teachers' routine – relationship building through being gentle, kind and caring – this includes a thoughtful remark at the door of the classroom, a compliment or the simple act of remembering. Little effort, big impact. Being relentlessly bothered sustains and maintains positive relationships.</li> <li>• Meet and Greet - teachers consistently welcome student and show visible enthusiasm at the start of each day.</li> </ul>	School executive, teaching and non-teaching staff
Prevention	Data driven Focus Lessons	<ul style="list-style-type: none"> <li>• Data is collected in fortnightly intervals and analysed by members of the PB4L team. The data is presented to the PB4L team. The team identifies both minor and major behaviours and occurrences throughout the cycle. The PB4L team identifies a focus and develops the precision statement for the lesson. Throughout the fortnight teachers explicitly teach the expected behaviour and provide experiences to model and have the students involved through shared experiences.</li> </ul>	School staff and PB4L team

Care Continuum	Strategy or Program	Details	Audience
		Drawing out the success criteria from the students through this process creates ownership of the behaviour. Students are acknowledged for following the behavioural expectation.	
Prevention	Staff Professional Learning	<ul style="list-style-type: none"> <li>Staff regularly engage in high impact professional learning directly linked to Inclusive, Engaging and Respectful schools. School staff collaboratively work through the learning, share practice and develop strategies. Teachers are supported to enact the professional learning in positive behaviour management in the playground and classroom.</li> </ul>	School staff
Prevention	Teaching and Learning Programs and Effective Classroom Practice	<ul style="list-style-type: none"> <li>Through well prepared lessons clearly aligned to the school focus areas and individual learning goals, students are engaged through Gradual Release of Responsibility. This includes explicit teaching, ensuring the success criteria is co-constructed with the students, the practice is shared through the model of 'I do; before students demonstrate their understanding through 'we do' and then independence through 'you do'.</li> </ul>	School staff and PB4L team
Prevention	Communication and partnerships with families/carers/ community/ External providers	<ul style="list-style-type: none"> <li>Parents as the child's first teacher are regularly informed and updated. This creates positive certainty and a proactive approach to behaviour support and management.</li> <li>School counsellor provides guidance and support for staff and parents/carers.</li> <li>The involvement of external support for students in learning and wellbeing ensures the development of consistent strategies to support students.</li> </ul>	School staff – including school counsellor parents/ carers and external agencies

Care Continuum	Strategy or Program	Details	Audience
Prevention	Inclusive Education	<ul style="list-style-type: none"> <li>All students are welcomed and included in all aspects of school life.</li> <li>All students can fully participate in learning</li> <li>Students are supported to co-construct goals.</li> <li>Students are supported by reasonable adjustments and personalised support, so they are engaged and learning.</li> <li>Social and cultural inclusion.</li> </ul>	Students, staff, parents, community
Prevention	Transition Planning	<ul style="list-style-type: none"> <li>Transition planning for students is mapped throughout the year following the transition to school timeline.</li> <li>Differentiated approaches ensure the needs of all students are addressed.</li> <li>Continuity of learning builds upon prior learning – Early Stage 1 outcomes build on foundational skills developed in early childhood settings.</li> <li>Years 6 to 7 preparation and sharing of information occurs from primary to high school and is supported by general information sessions and teacher/curriculum introduction mapped to the primary cross curricular connection. Where necessary, students identified as requiring extra transition sessions and sharing of information to support learning and wellbeing will have a planned and strategic approach. This will involve the sharing of information and strategies that will support their success.</li> </ul>	Students, school staff, preschool staff, high school staff
Early Intervention	Behaviour Management Flow Chart	<ul style="list-style-type: none"> <li>The behaviour management flow chart guides staff in how to manage both minor and major behaviours and apply logical consequences. This ensures a consistent approach</li> </ul>	School staff

Care Continuum	Strategy or Program	Details	Audience
		to behaviour management across all school settings.	
Early Intervention	Restorative Practices/Circle Time	<ul style="list-style-type: none"> <li>This is an opportunity for students to come together and discuss problems or conflicts that may arise in the playground or classroom and work through these to restore the relationship. Sharing time is used to discuss solutions to problems or share experiences. Students follow protocols during circle time so that everyone's voice is heard and valued.</li> </ul>	Students, school staff
Early Intervention	Systems and structures for 'in school' referrals	<p>Students referred to Learning Support for behaviour support will include:</p> <ul style="list-style-type: none"> <li>Learning Support Referral completed by classroom teacher and supported by Assistant Principal.</li> <li>Data provided to LST by classroom teacher, including frequency of behaviour and Sentral entries and strategies already in place.</li> <li>FACES on the wall provides data on reading, numeracy and attendance.</li> <li>LST provide follow up strategies and support for classroom teacher in a case managed approach.</li> <li>Follow up by Learning Support coordinator and as an agenda item to track progress.</li> </ul>	LST team, school executive, staff
Targeted Intervention	Wellbeing programs	<ul style="list-style-type: none"> <li>Students provided with daily breakfast club.</li> <li>Recess and lunch provided for students if required.</li> <li>Uniforms provided for students in need.</li> <li>Excursion support to ensure all students have equitable opportunities.</li> </ul>	Students
Targeted Intervention	Differentiation	<p>This includes:</p> <ul style="list-style-type: none"> <li>High potential and gifted education</li> </ul>	Students & staff

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>Children with a disability and learning support needs</li> <li>Aboriginal and Torres Strait Islander children</li> <li>Cultural Diversity</li> </ul> <p>To ensure the needs of all students are met.</p>	
Targeted Intervention	Playground programs/social skills/sensory areas	<ul style="list-style-type: none"> <li>Where students require additional support the classroom teacher negotiates a playground plan with the student and the SLSO supports the implementation. Where appropriate this will involve the teaching of social skills to build students understanding of social parameters and relationships with other students.</li> <li>Students are provided with areas and equipment in the classroom and playground for a break or to de-escalate.</li> </ul>	Students, support staff, teachers
Targeted Intervention	School Mentor/Buddy	<ul style="list-style-type: none"> <li>When students require some additional support a school buddy/mentor will be negotiated to engage in a game, support them with a task and assist on the bus. This could be used to model expectations and support through challenging times.</li> </ul>	Students
Individual Intervention	Individual Behaviour Support Plan – prevention and early intervention	<p>This plan will be used in everyday practice for students:</p> <ul style="list-style-type: none"> <li>who require support because they display difficult, challenging or disruptive behaviours</li> <li>who have bullied others</li> <li>who have been bullied</li> <li>who may benefit from additional wellbeing support</li> </ul> <p>The purpose is to:</p> <ul style="list-style-type: none"> <li>explicitly teach positive replacement behaviours</li> <li>management of environment, triggers and identification and</li> </ul>	Students, staff, executive team parents/carers, external providers



Care Continuum	Strategy or Program	Details	Audience
		provision of reasonable adjustments	
Individual Intervention	Behaviour Response Plan	<p>For:</p> <ul style="list-style-type: none"> <li>students with complex behaviours that are of high intensity</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>guides the actions of staff to respond consistently if the student behaviour has been triggered and is escalating</li> <li>reduce distress to the student and keep everybody safe</li> <li>reinforces the supports and strategies that are being explicitly taught to the student</li> <li>a proactive approach that leads to a deeper understanding of a student's behaviour.</li> </ul>	Students, staff, executive team parents/carers, external providers
Individual Intervention	Risk Management Plan	<p>For:</p> <ul style="list-style-type: none"> <li>a student who is in crisis.</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>students in crisis and distress displaying behaviours that present an imminent or immediate danger to self or others</li> <li>students who have experienced significant harm and require additional support to feel safe</li> </ul>	Students, staff, executive team parents/carers, external providers, H&S team
Individual Intervention	Team Around a School	Consultation and advice sought from specialist supports on suitable interventions. Review of student plans and further consultation with the parents/carer and external agencies.	DoE Learning and Wellbeing Team, school team

## Restorative practices and Reflection for minor and major behaviours

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b>Minor Behaviour Response:</b></p> <ol style="list-style-type: none"> <li>Prompt, Redirect, Reteach, Choice, Consequence</li> </ol>		Classroom teachers	Sentral incident

Action	When and how long?	Who coordinates?	How are these recorded?						
<p>2. Behaviour stops</p> <p>3. Give positive verbal/social acknowledgement</p> <p><b>Apply consequences to match if behaviour continues:</b></p> <ul style="list-style-type: none"> <li>• <b>Reminder</b> of expectations privately</li> <li>• <b>Caution</b> verbally – identify the behaviour and outline the consequence if behaviour is not rectified. Use the phrase, <i>'Think carefully about your next step'</i>.</li> <li>• <b>Last Chance</b> – speak privately, offer a positive choice and refer to previous examples of behaviour where the student is following expectations. The 30 second script should leave the student thinking about their actions and leaving them thinking that someone knows better. Addressing difficult behaviour and keeping the relationship intact is pivotal at this point.</li> </ul> <table border="1" data-bbox="167 1310 646 1579"> <tr><td>I noticed you are....</td></tr> <tr><td>It was the expectation about....</td></tr> <tr><td>You have chosen to....</td></tr> <tr><td>Do you remember last week when...</td></tr> <tr><td>That is who I need to see today...</td></tr> <tr><td>Thank you for listening to me...</td></tr> </table> <ul style="list-style-type: none"> <li>• <b>Thinking time in class/buddy class</b> – calm down, breathe, compose.</li> <li>• <b>Repair</b> – student returns to classroom a quick chat to rebuild relationship or can involve a more formal meeting.</li> </ul> <p>Adapted from: When the Adults Change Everything Changes – Paul Dix</p>	I noticed you are....	It was the expectation about....	You have chosen to....	Do you remember last week when...	That is who I need to see today...	Thank you for listening to me...			
I noticed you are....									
It was the expectation about....									
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That is who I need to see today...									
Thank you for listening to me...									

Action	When and how long?	Who coordinates?	How are these recorded?
<p><b>Major Behaviour Response:</b></p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• Inform the student of the rule violation</li> <li>• State expected behaviour</li> <li>• Complete the incident and refer to executive</li> </ul> <p>Step 2:</p> <p>Executive actions:</p> <ul style="list-style-type: none"> <li>• Review incident</li> <li>• Determine consequences</li> <li>• Add detail to incident, including consequences</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>• Executive to follow through on appropriate consequences</li> </ul> <p>Step 4:</p> <ul style="list-style-type: none"> <li>• Executive provides feedback to the teacher</li> </ul> <p>If behaviour continues:</p> <ul style="list-style-type: none"> <li>• Executive and behaviour support assistant principal (school based) discuss strategies</li> <li>• Functional Behaviour Assessment completed</li> <li>• Parent/carer involvement</li> <li>• Referral to Learning Support for next steps</li> </ul>		Teacher/School Executive/	Sentral incident
<p><b>Reflection Room:</b></p> <ul style="list-style-type: none"> <li>• Executives manage referrals to reflection room.</li> <li>• Reflection room occurs second half lunch in the office area.</li> <li>• Reflection activities involve students being able to complete a reflection task and identify how they can change their behaviour to meet the expectations.</li> </ul>	2nd half lunch. Depends on Major behaviour displayed – can be from 1 up to 3.	School Executive	Sentral incident

## Partnership with parents/carers

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

- Consultation with Wallerawang/Lidsdale P&C association
- Consultation with the Lithgow AECG
- Providing information and consultation at transition to school meetings
- Feedback through Tell Them from Me Survey by creating school-based questions relevant to the policy

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

- Providing ongoing information in school publications – newsletter, Facebook, website
- Publication and availability of policies
- Parent information sessions, which includes transition points
- Parent/carer meetings where deemed necessary and on an individual basis
- Wallerawang/Lidsdale P&C association and AECG Meetings

## School Anti-bullying Plan

Wallerawang PS Anti-Bullying Plan: and [Bullying of Students – Prevention and Response Policy](#)

## Reviewing dates

Wallerawang Public School Behaviour Support and Management Plan

Developed: 17<sup>th</sup> March 2023

Next review date: 17<sup>th</sup> March 2024