NSW Department of Education 

# Woolgoolga Primary School Behaviour Support and Management Plan

## Overview

Woolgoolga 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, 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:

* Zones of Regulation
* The Anxiety Project
* Peer Support
* Structured, supported play
* Breakfast Club

## These programs prioritise social and emotional learning which supports positive mental health, positive relationships and supports prevention of bullying.

Woolgoolga 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.

## Partnership with parents and carers

Woolgoolga 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 our local AECG and on country elders.
* using any concerns raised through complaints procedures to review school systems, data and practices.

Woolgoolga Public School will communicate these expectations to parents/carers through the school newsletter, the school website and social media platforms (Face Book). 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

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

**To be safe, respectful and a learner.**

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| --- | --- | --- |
| Be Safe | Be Respectful | Be A Learner |
| Move safely around the school | Be kind and value others | Be ready to learn |
| Follow directions | Accept differences | Do your best – “have a go” |
| Use equipment safely | Work co-operatively | Ask for help |
| Be in the right place at the right time | Use acceptable language | Achieve learning goals |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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/  Targeted/ | [Zones](https://www.positivelivingskills.com.au/) of Regulation | The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control. The program aims to help students develop:   * increased self-awareness and social and emotional skills * a common language for communication, problem solving, and emotional understanding   It promotes a healthier, more inclusive school environment for students. | All – staff and K-6 students |
| Prevention/  Targeted/  Individual | [The](https://education.nsw.gov.au/schooling/school-community/mental-health-programs-and-partnerships/pax-good-behaviour-game) Anxiety Project | The Anxiety Project provides an early intervention solution for childhood anxiety. The project builds the capacity of school leaders, teachers, school staff and parents to reduce children’s anxiety levels.  School Leaders through professional learning will design protocols and establish a culture within their schools aimed at helping children build resilience.  The Implementation Coach will support teachers and parents through the provision of staff and parent training.  Teachers/SLSOs undertake professional learning to help them counter anxiety habits in children as they arise in the school environment and to counter behaviour in a consistent and one-on-one setting with those children needing additional support.  Parents will have access to family management training to better equip them to better deal with a child’s anxiety at home. | All – staff and K-6 students |
| Prevention | Bullying NO Way – National Week of Action | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | All – staff and K-6 students |
| Prevention | [Child protection](https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/) | Teaching child protection education is a mandatory part of the syllabus and is taught K-6 in Term 4 every year. | Students K - 6 |
| Prevention | Peer Support | Peer support is run within our school once each semester to help develop a positive school culture and to develop positive relationships between students of different age groups. Peer support can help students increase social connections, develop a sense of community and belonging and reduce feelings of isolation. Our peer support program aims to provide students with social and emotional knowledge and skills. | All K-6 students |
| Prevention | Breakfast Club | Breakfast club is run twice weekly and aims to gives students the opportunity to eat a wholesome, nutritious breakfast on a regular basis and to improve regular attendance. Eating breakfast will have a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance and academic outcomes. | Targeted students and students who choose to attend |
| Prevention/  Targeted/  Early Intervention | Structured, supported play activities | Small group intervention to support and increase the coping strategies of students who are feeling anxious or who have poor resilience or social skills in the mainstream playground. | Identified ndividual students K – 6 |
| Targeted / Individual intervention | [Learning and Support](https://education.nsw.gov.au/schooling/parents-and-carers/inclusive-learning-support/high-school/how-your-child-can-be-supported-in-high-school/school-learning-and-support-team) Team (LST) | The LST works with teachers, students and families to support students who require personalised learning and support. | Parents, teachers, AP/DP, LaST, School counsellor/  pyschologist |
| Targeted / individual intervention | [Attendance](https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools) support | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to set attendance goals and improve student attendance. | Individual students,  parents,  attendance co-ordinator, AP/DP |
| Individual intervention | [Individual behaviour support planning](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students) | This includes developing, implementing, monitoring and reviewing behaviour support; behaviour response and risk management plans. This may also include personalised learning and support plans (PLaSPs). | Individual students, parent/carer, teachers, LaST, AP/DP |

## 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.

### Woolgoolga 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 staff, parents, community members or agencies.

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, sporting events and excursions
* 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 on Behaviour / wellbeing system – Sentral. These include:

|  |  |
| --- | --- |
| **Classroom** | **Non-classroom setting** |
| * rule reminder * prompts * re-direct * offer choice * seat change * stay in at break to discuss behaviour/ complete work * reflection and restorative practices * communication with parent/carer. | * rule reminder * prompts * re-direct * offer choice * play or playground area re-direction * walk with teacher * sit out to consider behaviour * reflection and restorative practices * communication with parent/carer. |

Woolgoolga Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Zones of Regulation and The Anxiety Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthening of peer relations and 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

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| --- | --- | --- |
| Prevention  Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention  Responses to minor inappropriate behaviour are teacher managed. | Targeted/Individualised  Responses to behaviours of concern are executive managed |
| 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. | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 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. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer 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  moderate and intermittent  significant and infrequent  Intermittent and infrequent reinforcers are recorded on behaviour system – Sentral. | 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. Executive to record incident on behaviour system – Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught through Zones of Regulation and The Anxiety Project lessons. | 4. Teacher records on behaviour system -Sentral 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. |
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly at school assemblies. | 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. | 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. |

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on behaviour wellbeing system - 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](https://education.nsw.gov.au/inside-the-department/directory-a-z/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](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion Procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) 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](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour Policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](https://www.esafety.gov.au/report) and reporting links for most sites, games and apps can be found at the [eSafety](https://www.esafety.gov.au/key-issues/esafety-guide) Guide.

## Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at one half of lunch is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student – 20 minutes.

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| --- | --- | --- | --- |
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| Reflection room – a structured debriefing and restoration after a crisis event or behaviour of concern with an individual student (reflection) | As early was possible (lunch same day or next day) at either lunch or recess break | DP/ Assistant Principal | Documented in Sentral |
| Alternate play plan – withdrawal from free choice play and re-allocation for supervised play following a 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 | DP/Assistant Principal | Documented in Sentral |
| Restorative practice – Principal/DP or AP facilitates a meeting between the students involved to discuss incident and to restore a positive relationship where all students feel heard, safe and valued. | Scheduled for either lunch or recess break | Principal/ DP/ AP | Documented in Sentral |

## Review dates

Last review date: 5th February 2025

Next review date: 5th February 2026

### Appendix 1: Behaviour management flowchart

**Low level inappropriate behaviour**

Manage it at teacher level

De-escalate the situation by *calmly*:

* correcting the behaviour
* identifying student need
* ensuring student understands corrective response
* responding proportionally to the level of behaviour displayed

*Has the behaviour stopped or improved?*

NO

Speak privately with student

Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

*Has the behaviour   
stopped or improved?*

*Calm and engaged classrooms*Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules,   
engaging lessons, active supervision, offering pre-corrections

**Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:  
*Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.*

*Is additional time required for additional* ***planning time****? If so, refer to the principal for possible suspension.*

*Is a* ***mandatory report*** *required?   
If so, consult with principal and MRG.*

NO

YES

**Behaviour of concern**

Teacher to inform executive staff and focus on safety.

Executive/CT to assist student to   
de-escalate to baseline by using appropriate strategies such as:

* redirecting to another area   
  or activity
* providing reassurance
* offering choices

NO

YES

NO

YES

Provide positive verbal/nonverbal acknowledgement or de-escalation strategy

YES

Provide positive verbal/nonverbal acknowledgement

Speak privately with student

Executive/CT to *calmly* allow the student to explain the situation to identify ways to fix the problem.

Executive to check-in with teacher for feedback and contact parent.

Executive/CT to enter incident on Behaviour / wellbeing ITD system.

*Is it safe for the student to   
return to normal routine?*

**Observe inappropriate behaviour**

*Does the behaviour pose a risk to the safety or wellbeing of the student or others?*

### Bullying Response Flowchart

The following flowchart is an example of the actions Woolgoolga Public School 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.