

North Wagga Public School Behaviour Support and Management Plan

Overview

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

At North Wagga Public School everyone is known, valued and cared for. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

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 our school community are:

- [Play Is The Way](#)
- [Seasons for Growth](#)
- [Smiling Mind Primary School Program](#)

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

North Wagga 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

North Wagga 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 individual parent and carer meetings and additional communication such as face to face, phone and email consults. Tell Them From Me surveys, school surveys and consulting with the P & C and local AECG
- using concerns raised through any formal complaints procedures to review school systems, data and practices.

North Wagga Public School will communicate these expectations to parents/carers through email, NWPS Facebook page, school newsletter, School Bytes app and our school website. Our school proactively builds collaborative relationships with families and communities.

School-wide expectations and rules

The North Wagga Public School Way

Our Life Rafts

- Treat others as you want them to treat you
- Be brave - Participate to progress
- Pursue your personal best no matter who you work with
- Do the right thing because it is the best thing to do - It takes great strength to be sensible
- Have reasons for the things you say and do

Our Virtues - Habits of Action

- Good manners
- Friendliness
- Courage
- Persistence/Resilience
- Compassion
- Tolerance/Acceptance



Not For One But For All

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	Play Is The Way	PLAY IS THE WAY® is a social and emotional learning (SEL) methodology using physically interactive games and activities, five guiding concepts, and empowering self-reflective language and six key virtues that form a pathway to empathy.	All
Prevention	Smiling Mind Primary School Program	The Smiling Mind Primary School Program is an evidence-based whole-school approach to supporting the mental health and wellbeing of children in the classroom, school and home environments.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention /	Australian eSafety Commissioner Toolkit for	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual	<u>Schools</u> to prevent and respond to cyberbullying	creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Early Intervention/ Targeted	<u>Seasons for Growth</u>	The Seasons for Growth program is a small-group evidence-informed education intervention. The primary goal of the program is to develop the knowledge, skills and attitudes required to understand and manage experiences of change, loss and grief and to connect with others going through similar experiences. This goal is central in fostering emotional literacy and resilience as a pathway to improved social and emotional wellbeing.	Individual students K – 6 Small groups
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	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	<u>Individual behaviour support planning</u>	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 2.

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

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret

- concerns raised by a parent, community member or agency.

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

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

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

Preventing and responding to behaviours of concern

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

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

Corrective responses are recorded on School Bytes 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.

North Wagga Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Play Is The Way (PITW) consists of evidence-based strategies used daily by teachers to teach self-awareness, self-regulation, empathy, social and emotional skills and strengthen peer networks.

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
<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>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</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 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. Reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent Reinforcers are recorded on School Bytes system.</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 School Bytes 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 (PITW) weekly.</p>	<p>4. Teacher records on School Bytes 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).</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>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</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 School Bytes. 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [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](#).

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room (AP Office) – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Same day or next day at lunch break	Assistant Principal	Documented on School Bytes

Restorative practice – withdrawal from free choice play and re-allocation to Wellbeing Hub or classroom for supervised activity 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.	Same day (as required)	Assistant Principal SLSO (Wellbeing)	Documented on School Bytes
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Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: North Wagga Public School Behaviour Guide

Positive Behaviours		
<p>Pillars of Virtue Good manners Friendliness Courage Persistence/Resilience Tolerance/Acceptance Compassion</p>	<p>Life Rafts Treat others as you would like them to treat you Be brave - participate to progress Pursue your personal best no matter who you work with Have reasons for the things you say and do It takes great sense to be sensible</p>	<p>School Rules -Do the right thing, even when no one is watching -Treat others as they want to be treated -Think before acting and accept consequences for actions -Understand and consider others -Show kindness and gratitude -Strive to improve yourself and your community</p>
Minor behaviours		Possible Consequences
<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ignoring instruction disrupting others learning/games lateness to class littering disrespect to others/school property verbal abuse (teacher discretion) inappropriate use of mobile phone/digital devices uniform/hair/makeup/ jewellery non-compliance out of bounds 		<p>Teacher initiated actions could include:</p> <ul style="list-style-type: none"> Verbal negotiation Reminder of classroom expectations In-class separation or isolation (remove from situation) Removal from classroom for one-on-one resolution Assign student to accompany you on playground duty Teacher keeps student in for restorative discussion (only after other in-class measures have been carried out) First round of contact with parents NB: Class teacher to record all incidents in School Bytes and refer to the supervising AP using the referral within the software (to ensure the AP is "in the loop" – courtesy emails/conversation with supervisor.)
Repeated behaviours		Possible Consequences
<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> Continued minor behaviours Referrals from class and/or other teachers Repeated defiance All forms of overt bullying 		<p>The class teacher/Assistant Principal will initiate actions which could include:</p> <ul style="list-style-type: none"> Meeting as required between coordinator, aggrieved party and student Learning Support Teacher assistance Individual Behaviour Support Plan/Risk Assessments Official documentation by Executive team Second round of parent contact NB: Supervisory AP to record all further incidents in School Bytes and refer to the assigned Executive member using the referral within the software for further action Referral to Principal
Major behaviours		Possible Consequences
<p>Inappropriate hostile student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> continued persistent disobedience damaging the property of the school or students bullying (including cyberbullying) verbal abuse, and abuse transmitted electronically, such as by email, SMS text messages or by other electronic means. Physical violence (which results in injury) Use or possession of a prohibited weapon, firearm or knife. Possession, supply or use of a suspected illegal substance. Serious criminal behaviour related to the school. Use of an implement as a weapon. Persistent or serious misbehaviour. 		<p>The Principal will initiate actions which could include:</p> <ul style="list-style-type: none"> Referral for assessment and specialist support Third round of parent contact Liaise with Educational Officers for additional support Individual Behaviour Support Plan/Risk Assessments Learning Support Team intervention Lunch withdrawal outside Principal's office Suspension Caution Letter to family Short Suspension Long Suspension Second Long Suspension referred to Director PSNSW At this level the Principal to record all incidents and actions on School Bytes.

Appendix 2: Bullying Response Flowchart

