

Wirreanda Public School Behaviour Support and Management Plan

Overview

Wirreanda 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 Quality Behaviour initiative; Social Emotional Learning, School Values, Routines and Expectations; Connected Kids; Zones of Regulation.

Promoting and reinforcing positive student behaviour and school-wide expectations

Wirreanda Public School has the following school-wide expectations:

Wirreanda Public School	Wirreanda Public School	Wirreanda Public School
RESPECT <ul style="list-style-type: none">• I follow instructions• I speak politely and listen to others• I care for my own and others' belongings• I care for the school environment• I get along with others	RESPONSIBLE LEARNERS <ul style="list-style-type: none">• I am organised and ready to learn• I stay on task• I take responsibility for my actions and choices• I play safely in the right areas	EXCELLENCE <ul style="list-style-type: none">• I show pride in myself and my school• I value my learning and confidently do my best• I challenge myself and persist• I am resilient

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

- High consistency in expectations, routines and practices
- Choice Theory
- Social and Emotional Learning programs
- Teaching replacement behaviours
- Restorative Five
- Reflective questioning

- Behaviour mentoring, mediation and coaching
- Creating a high sense of belonging
- Student Leadership programs
- Learning Support Team
- Structured Play
- Wellbeing mentoring and check ins

Behaviour Code for Students

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

<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	Choice Theory	<p>Students are empowered to take responsibility for their choices and support others in taking ownership of their choices.</p> <ul style="list-style-type: none"> • Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Communication with parents around school expectations. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs 	Whole School and Community
Prevention	Restorative approach	<p>A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve conflict or wrongdoing occur.</p> <p>Restorative Practices</p> <p>Restorative practice along the care continuum</p> <p>Restorative practice apology skills</p> <p>Restorative practice conversation starter</p>	Whole School and Community
Prevention	Social-emotional learning	<p>Students are taught how to</p> <ul style="list-style-type: none"> • recognise and manage emotions • develop caring and concern for others • establish positive relationships • make responsible decisions • handle challenging situations <p>K-2 Lessons</p>	Whole School and Community
The Resilience Project	Wellbeing program	<p>Centred on core principles — Gratitude, Empathy, Mindfulness, and Emotional Literacy, The Resilience Project teaches positive strategies to help people build happiness and resilience. It also embeds a consistent language and whole school approach to wellbeing.</p>	Whole School and Community
Early Intervention	Reality Therapy	<p>Students are coached and mentored through interview/discussion techniques to help them reconnect and focus on replacement behaviours</p>	Individual students, families, staff
Early intervention	The Got It! program	<p>A specialised early intervention program for students Kindergarten to Year 2 who display emerging conduct problems such as aggression, defiance and disruptive</p>	K-2 students Families Staff

Care Continuum	Strategy or Program	Details	Audience
		behaviour, and a family component.	
Early intervention	Learning and Support	<p>The Learning and Support team work with teachers, students and families to support students who require personalised learning and support. Including case management meetings, instructional leadership, development of risk assessments and the development of short- and long-term goals.</p> <p>Includes:</p> <ul style="list-style-type: none"> Disability and learning Support adjustments Safe Minds program PAX Good behaviour Game BRAVE COOL KIDS 	Individual students, families, staff
Targeted intervention	Zones of Regulation	The School O.T. works with teachers and students to support students with a cognitive-behavioural approach to teach students how to regulate feelings, energy and sensory needs.	Individual students, families, staff
Targeted intervention	Behavioural Support	<p>Learning Support Team support the use of:</p> <ul style="list-style-type: none"> Calmer classrooms Transition strategies Modified individual expectations/goals Team around a school Anti-Bullying support plans 	Individual students, families, staff
Individual Intervention	Physical violence Anger Safety Risk	<p>Learning Support Team support the use of:</p> <ul style="list-style-type: none"> Functional Behaviour Assessments Individual Assessments and management plans De-escalation plans Negotiated attendance Explicit social competence teaching 	Individual students, families, staff

Detention, reflection and restorative practices

Wirreanda Public School does not engage in detention practices. Our focus is on reflective conversations, restorative practice and teaching replacement behaviours.

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Reflective Conversations</p> <p>A student is expected to engage in “walk & talk” at lunch time to participate in a restorative conversation and teach appropriate behaviours in context</p>	5mins – 30 mins	LST/AP	Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
to encourage them to make positive choices			
Reflective Spaces Buddy Classroom/Admin visit Teacher directed time out with restorative practice conversation	5- 30 mins	CT	Sentral
Mediation/Restorative Practice Facilitated conversation to restoring positive relationships and teach replacement behaviours	5-30 mins	Executive/LST	Sentral

Partnership with parents/carers

Wirreanda Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with the P&C and school community.

Wirreanda Public School will communicate these expectations to parents/carers by our school handbook and app.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. [Wirreanda Anti-Bullying Plan](#)

Reviewing dates

Last review date: February 2025

Next review date: Day 1, Term 2, 2025