

William Stimson Public School Behaviour Support and Management Plan

Overview

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

Our school is a connected, consulted, collaborative community, committed to providing inclusive, student-centred learning opportunities that ensure students continually improve and achieve their educational best.

Our goal is to inspire every child to participate positively in the school community and beyond. We value and strive to develop respectful, responsible, resilient 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, we offer a variety of programs that aim to build skills for students, staff and the community. These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

William Stimson 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

William Stimson Public School staff work 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 targeted focus groups, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

William Stimson Public School will communicate these expectations to parents/carers through the various communication platforms including Class DOJO, School Bytes and the 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

Be Respectful	Be Responsible	Be Resilient
We wear our uniform with pride	We care	We participate positively
We are mindful of others	We take pride	We try our best
We listen carefully and speak nicely	We are in the right place, right time	We ignore distractions
We respect personal boundaries	We are safe	We accept teacher directions

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

William Stimson PS 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	School Values	WSPS school values are part of daily life at WSPS and are explicitly taught in weekly lessons.	Students and Community
Prevention	DoE Child Protection	Teaching explicit Child Protection skills and strategies for child safety.	Whole School
Prevention	Berry Street Model	Restorative Practice and Trauma Informed Teaching model is embedded into everyday interactions with students.	Staff
Prevention	Extra Curricula Lunch time activities	A variety of extracurricular activities are included as part of the daily playground play experience for all students, including activities such as dance, skipping, art, chess, technology clubs and a variety of sports training. These extracurricular activities give students a sense of belonging, self and engagement.	Whole School
Prevention	Every Step Counts	Explicit teaching of developing, building and maintaining Respectful Relationships. Culminating in Stage 3 participating in a network walk and pledge along with all Cowpasture Network Schools.	Whole School
Prevention	Peer Support	Stage 3 students train to cooperatively support and manage small student groups though a structured program developing skills in cooperative work, friendship, problem solving strategies.	Whole School
Early intervention	PBL Teir 1	PBL explicit learning lessons are delivered weekly K-6 in every class. Scope and sequences of lessons are reviewed and lessons are revisited when analysis of school data shows a rise in problematic behaviour.	Whole School
Early Intervention	Friends for Life	Partnership with Parks Community. Outside agency support to deliver friendship, support and cooperative play lessons to K-2 students.	K-2 students
Early Intervention	School Therapy Program	School funded OT and speech therapy explicit lessons for K-1 classes and teachers. This explicit learning supports literacy in the school while identifying students with additional needs in speech and OT.	K/1 and Diverse Learners Hub

Care Continuum	Strategy or Program	Details	Audience
Target Intervention	Top Blokes	A young male support program aimed at growing respectful men who can make sensible and informed decisions about their health, communication, stereo types and attitudes.	Stage 2 and Stage 3
Target Intervention	NDIS Therapist visits	Parents can request their child's NDIS therapists attend the school and work cohesively alongside the class teacher to provide wrap around support for the child.	Diverse Learners Hub and identified students
Targeted/ Individual Intervention	Attendance Support	APs refer students to the Attendance Team (DP and a small group of staff) who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, Attendance Team, DP
Targeted/ Individual Intervention	Wellbeing Team	The Wellbeing Team works with teachers, students and families to support students who require personalised learning and support.	Individual students, SLSOs, teachers, LAST
Targeted intervention	Zones of Regulation	Students explicitly identify, share and communicate their emotions and taught explicit skills and strategies to self-regulate throughout their day.	Diverse Learners Hub
Targeted Intervention	Integration Programs for Diverse Learners Hub students	Inclusive integration practices regularly evaluated and reviewed on a 5 weekly cycle.	Diverse Learners Hub and teachers
Individual Intervention	AP Counselling Sessions	One to One (student to AP) conversations with individuals regarding their behaviour to support social and emotional regulation.	Students, staff
Individual Intervention	Personalised Learning and Support Plans	Personalised learning plans are created on 5 weekly cycles, reviewed and evaluated. New goals are designed with and shared with students and parents.	Individuals, Teachers, Parents, APs and LAST
Individual Intervention	Individual Behaviour Support Plans	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individuals, Teachers, Parents, APs and LAST

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.

William Stimson 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
- encouragement of students to be upstanders not bystanders
- 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.

For more information See Appendix 2 for Bullying Response Flowchart

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 ITD system (School Bytes). These include:

Classroom Setting	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct 	<ul style="list-style-type: none"> • rule reminder • re-direct

<ul style="list-style-type: none"> • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • AP Counselling, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • AP Counselling, reflection and restorative practices • communication with parent/carer.
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William Stimson Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Our Positive Behaviour 4 Learning whole school approach consists of evidence-based strategies used daily by teachers to teach school expectations, self-regulation, reduce impulsivity, increase focus and strengthen peer networks. The PBL approach also forms the basis of the schools’ reward system of fast and frequent tokens – Gotchas, weekly class merit awards, AP, DP and Principal awards. The system is accumulative and continues for the student’s life at WPSP.

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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Positive feedback	Prompting – with a visual or verbal cue	Recording of behaviour – School Bytes
Classroom reward systems	Re-direct – restate the behaviour that is expected	Monitoring Card Yellow/ Orange to help student self-regulate and check-in with Executive Staff
School-wide merit system – Class awards, AP awards, DP awards, Principal Awards	Re-Teach – tell, show, practice and acknowledge the expected behaviour	Referral to Wellbeing Team

Class Attendance Award recognition	Provide choice – give the student options of behaviours to do next	Parent Meeting/ phone call
Gotchas – Playground and non-classroom spaces	Conference with student, teacher – private conversation with the student to problem solve together how the student can meet the expectations.	Counsellor Intervention/ Advice
Reward and recognition days	Recording on School Bytes if necessary	CWU / Behaviour Team Referral if necessary

See Appendix 1 for WSPS Behaviour Management Steps.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing School Bytes 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 Wellbeing 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.

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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](#).

Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
AP Counselling – a structured debrief, reflection and planning time after a crisis or behaviour of concern	During break times or at point of need. Max one ½ of a break time K-2 students. 3-6 may be longer. Students are allowed to toilet and/ or eat during counselling with AP.	Executive Staff	School Bytes
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 counselling.	At point of need. Break times.	Executive Staff	School Bytes
Restorative practice – peer mediation or circles in groups, can include use of playroom to demonstrate and model cooperative play.	At point of need. Break times.	Executive Staff	School Bytes

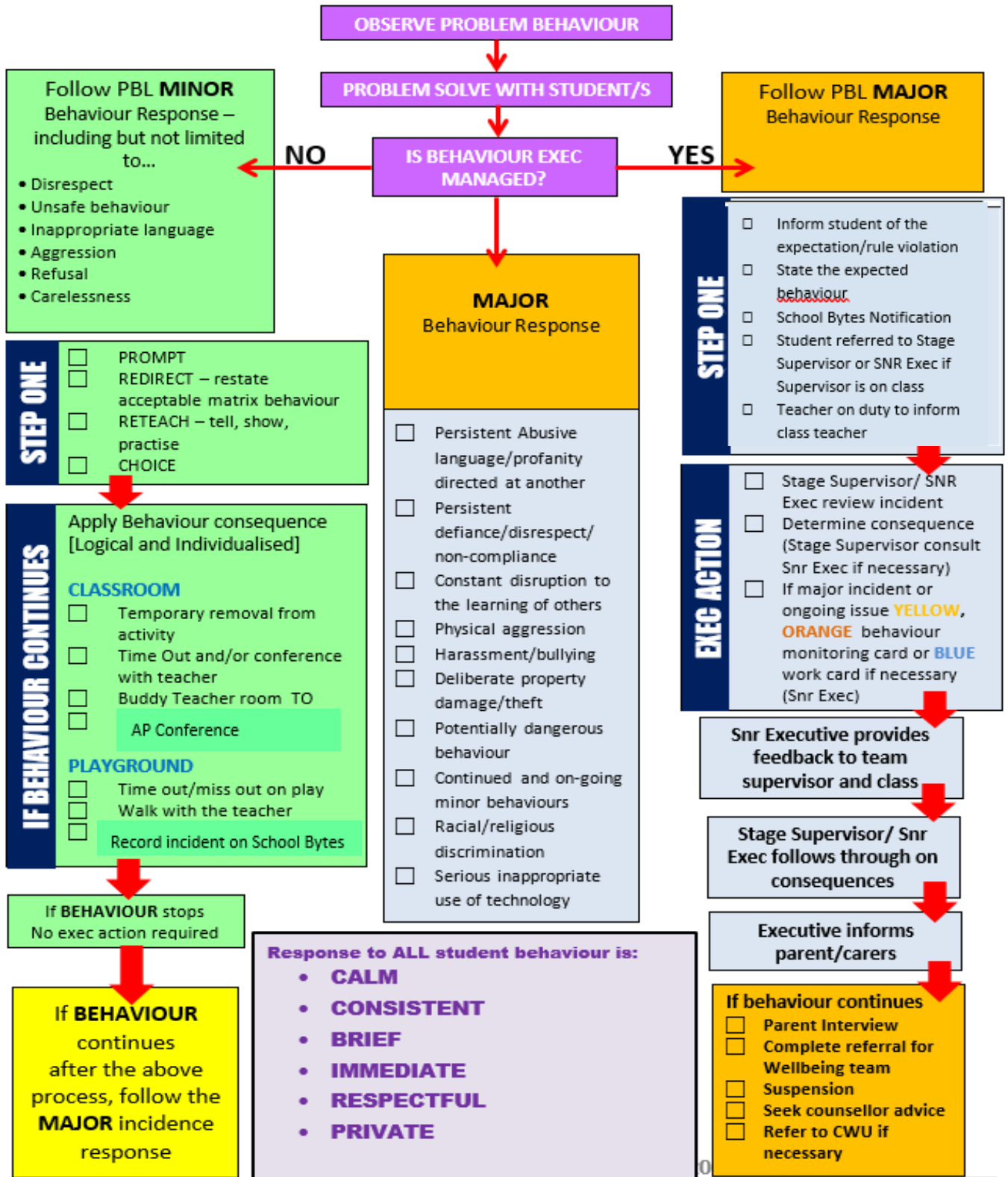
Review dates

Last review date: 6.2.25

Next review date: 6.2.26

Appendix 1: Behaviour management flowchart

WSPS STUDENT BEHAVIOUR MANAGEMENT STEPS



Appendix 2: WSPS Bullying Response Flowchart

