

School Behaviour Support and Management Plan – Wyalong Public School

Overview

At Wyalong Public School students, staff and the community are respectful, responsible and resilient learners. We have high expectations of ourselves and others. We are life-long learners and responsible citizens. Everyone is someone at Wyalong Public School!

At Wyalong Public School, we anchor our Positive Behaviour for Learning in clear, school-wide expectations that apply in all circumstances and settings. Our core values – respect, responsibility, and resilience – shape a community where everyone belongs. We’ve established solid support systems to ensure every student feels connected, succeeds, and thrives daily. This not only promotes active learning but also provides behavioural strategies and well-being initiatives that enrich the overall teaching and learning experience. Wyalong Public School rejects all forms of bullying behaviours, including cyber bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Our unwavering commitment to a strong, united community, shared goals, and collective responsibility drives everything we do.

Our consistent, all-encompassing approach to guiding student behaviour and early intervention will reduce suspensions and improve learning outcomes. We aim to achieve this by maintaining high expectations, focusing on prevention, applying appropriate consequences, empowering students to understand the impact of their behaviour, and working closely with families, professionals, and support agencies to meet students' additional needs. We strike a balance between firm boundaries and compassionate support because, we strongly believe, ‘Everyone is someone at Wyalong Public School.’

For our framework to succeed, staff must consistently implement key strategies, use universal resources, share responsibility for each student, and contribute to the system, practices, and data. At Wyalong Public School, we:

- explicitly teach personal and social management skills, always referring to the matrix of behavioural expectations
- implement preventative interventions and foster a positive culture, both physically and emotionally
- celebrate positive choices with timely, low-key feedback and formal recognition
- prevent issues by making necessary adjustments, using trauma-informed teaching methods, and analysing the root causes of behaviours
- uphold expectations with proactive, positive interventions, corrective measures, and incentives
- calmly respond to problem behaviours by supporting students to take ownership, applying logical consequences, and participating in data collection and incident debriefs
- seek support from families, school-based and external specialists, and refer students to the learning and support team, school counsellor, or School Wellbeing Officer.

‘Everyone is someone at Wyalong Public School.’



Partnership with parents and carers

At Wyalong Public School, fostering a strong partnership with parents and carers is integral to creating a positive learning environment. The school actively involves families in the development and implementation of behaviour management and anti-bullying strategies through various channels, including:



1. **P&C Meetings:** Parents and carers are invited to contribute to school policies and practices through regular P&C meetings, ensuring their voices are heard in decision-making processes.
2. **Formal and Informal Discussions:** The school engages in open communication by holding informal conversations at the point of need, providing tailored support and solutions for individual student concerns.
3. **Regular Parent-Teacher Meetings:** Scheduled meetings offer parents' insights into their child's progress and behaviour, with collaborative goal-setting and discussions on intervention strategies.
4. **Local AECG Engagement:** The school collaborates with the Aboriginal Education Consultative Group (AECG) to ensure inclusive practices that support the wellbeing of Aboriginal students, fostering respect and cultural understanding.
5. **Participation in "Tell Them From Me" Surveys:** Parents, students, and staff participate in the "Tell Them From Me" surveys, offering valuable feedback that shapes school improvement plans and guides behaviour management strategies.

Through these collaborative efforts, Wyalong Public School ensures that the entire community — teachers, parents, and students — work together to promote respectful relationships, manage behaviour effectively, and prevent bullying.

School-wide expectations and rules

Each classroom displays our **school values and a matrix of expected behaviours**. Classroom teachers explicitly teach these at the beginning of each year and revisit them, as needed, throughout the year. At the beginning of the year, teachers also develop with their class a set of **specific classroom and learning expectations** e.g. *What does a yarning circle look like in our room? What does being a resilient learner and respecting tools in our classroom look like?* Throughout the year, we continue to revisit social and emotional skill teaching and learning at a whole school level. We will have weekly common focus expectations, using the PDHPE syllabus and as needs arise.

Value	Respectful <i>Treat others and ourselves fairly</i>	Responsible <i>Do what is right by others, the environment and ourselves</i>	Resilient Learner <i>Deal with challenges, stay positive and be involved and participate in your own learning</i>
All Settings	Speak politely Follow teacher instructions Use active listening Treat others fairly Use manners	Keep our hands, feet and other objects to ourselves Take care of property Report any problems to a teacher	Right place, right time Be a problem solver Accept challenges
Playground	Play fairly and take turns	Wear a hat Use the equipment appropriately Use areas as intended	Negotiate the rules of the game Try new games Consider others Pack up at the bell
Classroom	Hands up and wait Low level voices	Attempt all tasks Right place, right time Ready to learn	Work towards your learning goals
Toilets	Low level voices	Do, wipe, flush, wash, leave	Toilet at break times
Transitions	Low level voices	Walk calmly	Right place, right time
Assembly	Listen to the speaker Applaud appropriately Sing with pride	Be an active listener	Learn words to our Acknowledgment and Vision Stand proudly for the National Anthem
Eating Times	Low level voices	Wear your school hat Remain seated at tables for eating times Bring your lunch box and drink bottle with you Reduce, reuse, recycle	Drink water Eat healthy brain food
C.O.L.A	Music off, voices off	Standing on class line	Toilet, drink and line up quickly after the bell
Buses	Low level voices	Seat belts on Face the front	Choose your seat wisely

 <p>Wyalong Public School Positive Behaviour for Learning</p>	 <p>Wyalong Public School Positive Behaviour for Learning</p>
Praise & Prompt	1st Official Warning using Script
<ul style="list-style-type: none"> • Praising those on task to assist others in realising what they need to be doing. • 'Name, thanks for listening with the class.' • 'Name, we are working on ... at the moment.' • 'Name, we are moving on with ... now.' 	<p>At Wyalong PS we are respectful/responsible/resilient please ... (state your positive expectation) <i>Walk away</i></p>
Redirect	2nd Official Warning with consequence
<ul style="list-style-type: none"> • 'Name, please (insert matrix behaviour). Walk away.' • 'Name, you need to move on to...' • 'Name, what do you need to be doing now?' 	<p>At Wyalong PS we are respectful/responsible/resilient please ... (state your positive expectation) or you will... <i>Walk away</i></p>
Reteach	3rd Official Warning with sanction carried out
<ul style="list-style-type: none"> • At Wyalong Public School, we are Respectful, Responsible and Resilient Learners. You can be this by (insert matrix behaviour). 	<p>I have now asked you twice to follow our values. You have received a minor notification and now need to go to <u>buddy class/principal's office and the reflection centre.</u></p>
Give two positive choices	Failure to Leave Classroom/Playground or Major Incident
<ul style="list-style-type: none"> • The statement of two alternatives- the preferred or desired behaviour, and a less preferred choice. • Pause after providing choice and when the student chooses wisely, provide positive feedback. 	<p>Contact principal for support. This may be sending another child with a purple slip of paper.</p>

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.

Wyalong Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Wyalong Public School integrates student wellbeing and positive behaviour strategies across the entire care continuum to promote positive behaviour and address behaviours of concern, including bullying and cyberbullying. These approaches are grounded in evidence-based, effective classroom practices that foster engagement in learning and respectful relationships. These practices include:

- clearly stating and explicitly teaching classroom expectations,
- establishing predictable routines and procedures that are clearly communicated to students,
- encouraging expected behaviour through positive feedback and reinforcement,
- addressing inappropriate behaviour,
- actively supervising students,
- maximising opportunities for active engagement in learning,
- delivering carefully sequenced, engaging lessons that provide options for student choice, and
- differentiating learning content and tasks to meet the needs of all students.

These foundational practices set the tone for a positive and supportive learning environment.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Bounce Back!	Whole school social and emotional program to promote mental health and wellbeing, taught during PD/H and at point of need.	K-6
	Berry Street	Strategies to build emotional intelligence, personal resilience, frustration tolerance and self-regulation.	K-6
	Morning exercise/breathing	This supports students to build core strength, balance and focus so they are ready to start their day of learning. Self-regulation strategies such as mindfulness and breathing techniques.	K-6
	Breakfast Club	The students run breakfast club provides access to healthy breakfast and builds strong student connections and leadership skills.	K/6
Early intervention	Morning Check-ins	Assist students with emotion regulation, routines, social skills and positive behavioural strategies. A referral to this support is done through our weekly staff meeting.	Students K-6 who have been identified
	Australian safety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environment to prevent cyberbullying incidents.	K-6
Targeted intervention	Small wellbeing groups	Identified small groups work with our wellbeing officers building to build resilience while learning coping strategies.	
	Indigenous Mentoring Group	In partnership with the local high school and our Student Support Officer, students develop a deeper understanding and connection to their culture.	
	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals. See school attendance policy.	
Individual intervention	Individual Behaviour Support Plans	Planning is done in collaboration with the students and their family with support from various agencies. This includes individual behaviour support and risk management plans.	

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 any challenging, complex, or unsafe behaviour that requires ongoing and intensive intervention. It does not include low-level or developmentally appropriate behaviour. Bullying involves a deliberate misuse of power in a relationship, is ongoing and repeated, and can cause harm.

At Wyalong Public School, staff identify inappropriate behaviours and behaviours of concern, such as bullying and cyberbullying, through various channels, including:

- directly observing a student's behaviour, interactions, verbal communication, or work produced (such as written materials, performances or artworks),
- disclosures of new or previously unknown information, whether it was kept secret or recently emerged,
- concerns raised by parents, community members, or external agencies.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action for student behaviour that occurs outside school hours or premises, including cyberbullying. Students who have been bullied will be offered appropriate support, such as through their year advisor or the school counselling service.

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

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

Preventing and Responding to Behaviours of Concern

Wyalong Public School employs various strategies to recognise and reinforce positive student behaviour and maintain behavioural expectations.

The use of specific verbal and non-verbal positive feedback is the most effective way to:

- help adults and students focus on positive social behaviour,
- increase the likelihood that students will demonstrate expected behaviours and skills in the future,
- reduce unexpected behaviours and the need for corrective action,
- enhance self-esteem and foster an internal sense of control.

For some students, verbal or non-verbal feedback alone may not be enough, so the school-wide system allows for pairing feedback with positive, tangible consequences.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – daily recognition used by all staff in all settings
- moderate and intermittent – occasional rewards
- significant and infrequent – semester or annual recognition.

These strategies foster a positive and supportive school environment while addressing behaviours of concern effectively.

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum 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. Principal/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. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording 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 a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (Bounce Back!) are taught weekly in term one and then at point of need.</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</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. In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording 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 learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Reflection and restorative practices

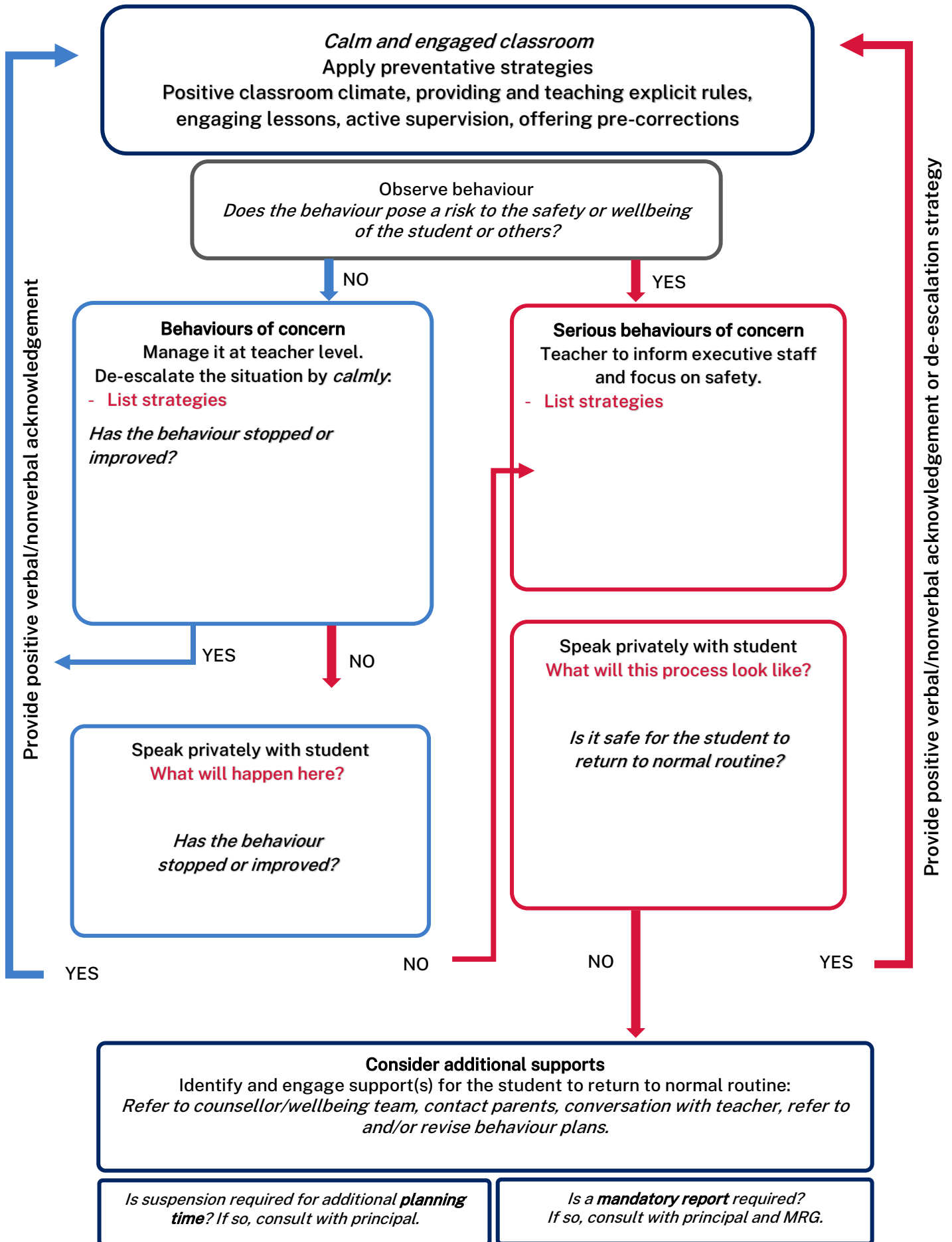
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation – What happened, what did you do, and could you do instead next time.	Class time and break times required	Teacher/principal	Documented in Sentral
Reintegration Support Plans: When a student returns to school following suspension, the school holds restorative meetings to ensure a smooth reintegration. Teachers, students, and families collaborate to establish behaviour goals and build support networks to prevent further issues.	Following a suspension	Principal	Documented in Sentral

Review dates

Last review date: 31st January 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

