

Wangi Wangi Public School

Behaviour Support Management Plan (BSMP)

Overview

At *Wangi Wangi PS*, we aim for all our students to Connect, Thrive and Succeed. We are committed to our vision where “all students experience academic, social and emotional growth through innovative evidence-based teaching and learning practices. Our school expectations are *Be Safe, Be Respectful, Be a Learner*. We are committed to:

- Explicitly teaching school-wide behaviour expectations to all students (universal) through our *Positive Behaviour for Learning* program
- Explicitly teaching *social-emotional skills* through school developed PD/H lessons, engagement with Boys and Girls education programs (Top Blokes and Girls Group) and utilising DoE resources
- Consistent use of school wide reward programs and consistent behaviour consequences through revised Major and Minor Behaviour descriptors and the WWPS Behaviour Consistency Guide (BCG)
- Supporting students with individual behaviour needs through the application of school and system resources (human and physical) described in the WWPS Care Continuum
- Modelling and teaching growth mindset through positive learning opportunities and school wide mantras – *Give it a red-hot go! Have you got a sweaty brain?*
- Support student wellbeing through the use of Positive Primers and morning circle routines (up to 10mins per day)
- Engaging the expertise of a Student Wellbeing Officer to provide tier 2 (small group) and tier 3 (one on one) wellbeing support for students and families.

These commitments are to ensure all students are provided with the knowledge, skills and understanding of behaviour to engaged deeply and meaningfully with learning.

Our school-based programs that are valued by the school community are:

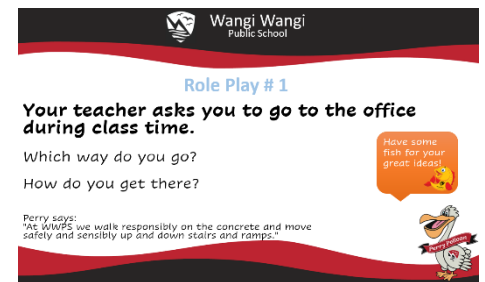
- Positive Behaviour for Learning (PBL)
- WWPS Social-Emotional Learning programs
- Stage 3 Top Bloke boys education and Girls Group (The GGs) programs
- Gabinya Miyay and Tibin Wanayi 3-6 cultural group
- The NEST reflection room procedures

Our school **Behaviour Support and Management Plan** prioritises open and transparent communication with students, parents and caregivers. The WWPS learning support team will utilise the supports prescribed in this plan and consult with parents and caregivers via face-to-face meetings, phone calls and electronic communication.

Promoting Positive Student Behaviour at WWPS

Our school-wide Positive Behaviour for Learning (PBL) program is delivered in all K-6 classrooms up to three times per week (10-15min explicit lessons). All students are explicitly taught our school expectations – Be Safe, Be Respectful, Be a Learner. Lessons include:

- Role plays
- Examples and non-examples of school expectations
- Video and photos that lead to rich discussions



Positive behaviour is recognised and reinforced at Wangi Wangi PS through:

- 2 FISH tokens for **Blue Level** learning behaviours in class
 - 2 FISH tokens for positive **Blue Level** and 1 FISH token for **Green Level** behaviours described in the BCG (**Green Level** is expected)
 - Fortnightly **PERRY'S AQUARIUM** fish token draws at assembly results in instant rewards
 - Class rewards for filling class **FISH TANKS** with class coloured tokens
 - Whole school rewards days for all student once **PERRY'S AQUARIUM** is filled
- Please refer to Positive Behaviour for Learning FISH reward system overleaf.



WWPS Positive Behaviour for Learning(PBL) **FISH** Reward System

| Type of reward | Reward | Recipient <small>Individual / Class / Whole school</small> | | | Practice |
|-------------------|--------------------------------|---|---|----|--|
| | | I | C | WS | |
| Free and Frequent | Coloured Class FISH | | ✓ | | <ul style="list-style-type: none"> Students are rewarded with Class Coloured FISH when they: <ul style="list-style-type: none"> remain on GREEN level for a session achieve BLUE level – they will receive 2 FISH and may choose Class Coloured FISH, Individual White FISH or one of each). are noticed displaying safe, respectful learning behaviours and following WWPS expectations. Class Coloured FISH are placed into class FISH TANKS. |
| | Class Reward | | ✓ | | <ul style="list-style-type: none"> Once a class fills their FISH TANK to the goal line, they will receive a class reward. These rewards vary from class to class and have been created by class teachers and their students. |
| | White Individual FISH | ✓ | | | <ul style="list-style-type: none"> Students are rewarded with Individual White FISH when they: <ul style="list-style-type: none"> are noticed following all areas expectations. achieve BLUE level – they will receive 2 FISH and may choose Class Coloured FISH, Individual White FISH or one of each). Students write their name and class on the back of the FISH and put them into their class FISH BUCKET or straight into the BARREL if they are on the playground. Teachers will empty class FISH BUCKETS into the BARREL before each fortnightly assembly, ready for the draw. |
| | Fortnightly Assembly FISH Draw | ✓ | | | <ul style="list-style-type: none"> Two Individual White FISH will be drawn from the BARREL at each fortnightly assembly and these students will choose from a list of 7 rewards: <ol style="list-style-type: none"> Fish and chips Hot chocolate and cake from the bakery Ice Cream or a Zooper Dooper with friends @ recess Fishing trip Movie and popcorn with friends @ recess and last session Class sport of your choice Trip to Dobell Park with your class |



| | | | | | |
|-----------------------------|---|---|---|---|---|
| | 'Be Here, Be on Time, Be in uniform' Attendance and Uniform Draw | ✓ | | | <ul style="list-style-type: none"> At each Monday assembly, one student from K-2 and one student from 3-6 will be randomly selected. If they are at school and arrived before the bell, they will receive a prize. These rewards vary from class to class and have been created by class teachers and their students. |
| | Secret Squirrel Best Class at Assembly Award | | ✓ | | <ul style="list-style-type: none"> At each fortnightly assembly, one teacher will be given the job of choosing the class who best display safe, respectful, learning behaviours throughout the assembly. This class will get to look after PERRY THE PELICAN for the fortnight and will get 30 mins of extra play time. |
| | PBL Merit Awards | ✓ | | | <ul style="list-style-type: none"> At each fortnightly assembly, K-2 teachers will hand out 5 awards and 3-6 class teachers will hand out 6 awards to students in their class. Two will be Learner awards and the remaining awards will be Safe and/or Respectful awards, with at least one incorporating our weekly PBL focus). Non-classroom teaching staff will also hand out PBL merit awards as they see fit. |
| Intermittent | Principal's Positive Postcard | ✓ | | | <ul style="list-style-type: none"> Mr Englefield will post 'good news' post cards acknowledging safe, respectful learners to parents / carers randomly throughout the term. |
| | Attendance Class Rewards | | ✓ | | <ul style="list-style-type: none"> Classes who achieve 90+% attendance at two check points each term will be acknowledged at assembly and will be rewarded with extra play time. |
| | Social Media Recognition | ✓ | | | <ul style="list-style-type: none"> Students who achieve in school-based and extra-curricular academic, social and sporting endeavours are acknowledged on our school Facebook page. |
| | Positive Phone Call/SMS | ✓ | | | <ul style="list-style-type: none"> Teachers will make at least 10 positive phone calls each term, in which they acknowledge students for being safe, respectful learners. |
| | Whole School Reward | | | ✓ | <ul style="list-style-type: none"> Once the AQUARIUM (ie. barrel) is full of FISH the whole school will be rewarded. The PBL team will determine these rewards. |
| Strong and Long Term | PBL Hat Pins | ✓ | | | <ul style="list-style-type: none"> Once a student receives 5 PBL awards (including one of each kind), they can trade them up for a PERRY HAT PIN, which will be presented at the next fortnightly assembly. |
| | Presentation Day Awards | ✓ | | | <ul style="list-style-type: none"> Students are recognised for individual academic, sporting and citizenship excellence at the end of year presentation day. |

WWPS School-Wide expectations – how we reinforce positive behaviour

Wangi Wangi Public School Positive Behaviour for Learning [PBL] @ WWPS

"Everyone, everywhere, every time!"

BE SAFE

- Walk safely
- Right place, right time
- Safe hands, safe feet
- Use equipment safely
- Be sun safe

BE RESPECTFUL

- Follow adult instructions
- Wear uniform with pride
- Kind, calm words
- Be honest, be fair
- Include others
- Care for belongings
- Care for our environment

BE A LEARNER

- Be organised
- Listen actively (SLs)
- Believe in yourself
- Have a 'red hot go'
- Embrace challenge ('sweaty brains')
- Prioritise learning

Wangi Wangi Public School expectations are: *Be safe, Be respectful, Be a learner*. This is reinforced through our PBL tier 1 all areas expectations.

Student expectations are proactively taught across the whole school with a weekly focus. These weekly focuses are introduced at Monday morning assemblies by the student leaders and are reinforced by the principal (example below).

Week 9 focus
Be respectful: BE HONEST, BE FAIR

Be honest, be fair or get out of the square!

We all love playing handball at WWPS, but the whinging and rules are becoming unbearable so we have created a set of rules for all students to follow.

Your teachers will explain these to you this week and give you time to practise. Once your teachers report that you understand these rules and are using them consistently, the WWPS Handball Tournament will commence.

"It's everyone, everywhere and every time!"

Wangi Wangi Public School Handball Rules

Positions and Movement

Positions: Ace, King, Queen and Dancer
Ace moves to Dance if out (Ace Reverse)
All other positions are straight out
Ace always serves and must serve fairly when all players are in their square and ready
If there is a dispute, majority rules!

| Outs | Replays |
|---|------------------------------------|
| You are out when you: | You replay from Ace when there is: |
| - hits a full | - lines |
| - have a double bounce | - rolls |
| - don't land the ball in your opponent's square | - interference (innos) |
| - get out-played | |

Unacceptable Play

- Ace's challenge
- Full played / Played on
- Truants
- Greas
- Cherrics / Headers
- Double touch
- Pause / Poison
- Self-interference
- Deliberately targeting players
- Windows (only allowed in 3 SQUARE)

School expectations are reinforced through our whole school token system – FISH. These tokens are handed out in classrooms (individual through level system and collectively through class coloured FISH) and on the playground. Teachers have a rewards menu for when the class fill their FISH TANK. Class FISH TANKS are taken to assemblies once filled, and the individual WHITE FISH BUCKET is also emptied into the aquarium once per fortnight. At fortnightly award assemblies, two WHITE FISH are drawn from the AQUARIUM. The students then get to select from Perry's Fortnightly Assembly Menu of rewards and share this experience with two friends.

Fortnightly PERRY'S aquarium draw

- Fish & Chips with 2 friends
- Excursion to Dobell park with your class after recess
- Ice cream with 2 friends @ recess
- Afternoon movie with 2 friends and popcorn
- Hot chocolate from the bakery
- Fishing with 2 friends and Mr E
- In-class free play with 2 friends for 30mins
- Class sport of your choice one afternoon

What will you choose?
Learn hard, play fair, be safe and respectful

Students also can receive fortnightly assembly awards for Be Safe, Be Respectful and Be a learner. Once a student has received 5 awards (one for each category and two others, they can trade up to a grade hat pin). This reward system incentivizes positive behaviour with the goal of successfully achieving a hat pin.

BE A LEARNER

Congratulations on _____

Presented to: _____

Signed: _____

BE RESPECTFUL

- Follow adult instructions
- Wear uniform with pride
- Kind, calm words
- Be honest, be fair
- Include others
- Care for belongings
- Care for our environment

Presented to: _____

Signed: _____

BE SAFE

- Walk safely
- Right place, right time
- Safe hands, safe feet
- Use equipment safely
- Be sun safe

Presented to: _____

Signed: _____

PERRY HAT PINS
Rewarding positive behaviour

KINDERGARTEN

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

When a student collects 5 AWARDS (including atleast one of each type - Be a Learner, Be Respectful and Be Safe), they can trade them up for a PERRY HAT PIN!



At the very beginning of the school year, students revise and recall our three school expectations. During this initial period of the school year, each class creates a personal **Classroom Agreement**. This agreement incorporates all children's rights and responsibilities during classroom learning time. Students are guided through the process of establishing what the three school expectations look like in each classroom. This culminates in an agreement that is signed by every member of the class and sent home as a gesture of agreement and acknowledgement. This empowering strategy and process ensures student voice is heard and empowered. It is also a powerful reminder for students of what their agreed "norms" are that they assisted in developing (example on next page).

Wangi Wangi Public School

Quality, care, commitment

Student Agreement

Whilst attending Wangi Wangi Public School I understand that we all have the right to learn, be safe and be respected. I agree to follow our school and classroom rules.
Signed: _____ Date: _____

Parent/Carer Agreement

I have read and discussed this classroom agreement with my son/daughter. I understand that I can assist my child by positively reinforcing the rights and responsibilities of my child and the expectations of the school.
Signed: _____ Date: _____

Teacher Agreement

I agree to support and encourage all class members to follow our Class Agreement in a positive manner. I will contact parents/caregivers if the student has difficulty following these rights and responsibilities.
Signed: _____ Date: _____

Wangi Wangi Public School

Quality, care, commitment

CLASSROOM AGREEMENT for 2-3PM 2022

At Wangi Wangi Public School we all understand and value the need for each person to have rights and responsibilities so that our school is a place for learning. We believe that we all have:

| | |
|---|--|
| <p style="text-align: center; margin: 0;">RIGHTS</p> <p style="margin: 0;">In our classroom we have the right:</p> <ul style="list-style-type: none"> To feel safe To be respected To learn | <p style="text-align: center; margin: 0;">RESPONSIBILITIES</p> <p style="margin: 0;">We demonstrate our responsibilities by:</p> <ul style="list-style-type: none"> Acting safely in our classroom and playground Being respectful of others, ourselves, and our environment Being focussed and ready to learn |
|---|--|

With rights come responsibilities. To help protect our rights and to encourage responsibility we have rules and consequences for our actions.

| | | |
|---|--|--|
| <p style="text-align: center; margin: 0;">BEING SAFE</p> <p style="margin: 0;">In 2-3PM we:</p> <ul style="list-style-type: none"> keep our classroom tidy – chairs in and items put back where they belong walk to move and are aware of others use furniture and equipment properly and carefully wash / sanitise our hands and cover our coughs talk with our inside voices and use kind, positive words pass items to each other carefully follow instructions promptly | <p style="text-align: center; margin: 0;">BEING RESPECTFUL</p> <p style="margin: 0;">In 2-3PM we:</p> <p style="margin: 0;">RESPECT OTHERS</p> <ul style="list-style-type: none"> listen actively (SLs) follow instructions promptly ask and answer questions play fairly, share and take turns help and encourage each other use kind words and manners include everyone <p style="margin: 0;">RESPECT SELF</p> <ul style="list-style-type: none"> wear our uniform with pride do our best are kind to ourselves ("I can't do it YET") <p style="margin: 0;">RESPECT ENVIRONMENT</p> <ul style="list-style-type: none"> tidy up and put things where they belong | <p style="text-align: center; margin: 0;">BEING A LEARNER</p> <p style="margin: 0;">In 2-3PM we:</p> <ul style="list-style-type: none"> listen to each other put our hand up and wait our turn ask questions if we don't understand do our best and give everything a red hot go keep trying and don't give up make mistakes and learn from them take pride in our work accept feedback and try to improve help and support each other know that 'team work makes the dream work' love getting 'crunchy eyebrows' and 'a sweaty brain' |
|---|--|--|

CONSEQUENCES

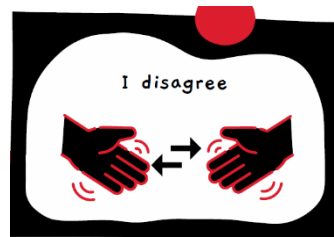
If anyone in our class makes it difficult for others to learn, feel safe or is disrespectful, there are consequences.

These steps in behaviour management will be followed.

1. You will be given a 'rule reminder' of what the expectation is – **Yellow plate**
2. You will be given a second warning and may be asked to work away from others – **Orange plate**
3. You will be asked to work in another teacher's room and you may be asked to attend Planning Room at recess. Your parents/caregivers will be contacted – **Red plate**
4. You may be sent to an Assistant Principal or the Principal if your behaviour continues

During learning time, teachers are proactively seeking positive learning behaviours and reinforce these through a 4:1 mantra – four positives for every negative (or redirection). This assists students to focus on what is expected with the teacher actively praising what they want and expect to see and hear students doing during learning time. Clarity of expectations is clearly communicated by all teachers and well-structured learning routines support this in all classrooms. These K-6 learning routines include:

- Daily reviews
- Consistent floor sit spots
- Turn and Talk with learning partners
- Talk move routines (non verbal gestures)
- Fluency reading buddies
- Reading focus group rotations in K – 2 classrooms





Behaviour Code for Students

As a NSW Department of Education school, we expect that our students understand and follow the [NSW DoE behaviour code](#) for students.

To support student understanding of behaviour expectations, students are explicitly taught and reminded (when required) of our minor and major behaviour definitions and our Behaviour Consistency Guide.

| Positive Behaviour for Learning [PBL] @ WWPS Behaviour Consistency Guide | | |
|--|---|---|
| Response to ALL problem behaviour is calm, brief, immediate, relevant, private, and consistent | | |
| Expected behaviour: provide specific positive feedback 9:3; positively reinforce with PSLI tokens | | Teacher corrections: provide time and monitor; reinforce with specific positive feedback |
| Sanctal Minor Entry: time out required; provide supervision from a distance, time to regulate and opportunities to relate, reason and repair relationships | | Sanctal Major Entry: planning room - restoration practices, social skills support, emotional coaching; executive determined consequences; reporting teacher to notify class teacher and parents/carers |
| TEASING OR BULLYING Kind, calm words Unintentional isolated name calling or teasing Intentional name calling or teasing Verbal aggression / Bullying | COMMUNICATION Kind, calm words / Appropriate language, gestures and images Unintentional swearing / Inappropriate language, gestures or images Swearing around peers / Isolated inappropriate use of language, gestures or images Swearing at others / Repeated inappropriate use of language, gestures or images / Verbal aggression / Sexualised behaviour | CONTACT Safe hands, safe feet Unintentional unsafe hands or feet Intentional unsafe use of hands or feet (holding, grabbing, pushing, pulling, kicking) Physical aggression (pursuing to strike, punching, hitting, kicking, scratching) |
| COOPERATION Follow adult instructions Slow to follow adult instructions Refusal to follow adult instructions Repeated refusal to follow adult instructions | ENVIRONMENT Place rubbish in bin and recycle / Care for our environment Littering / Misuse of environment (climbing, swinging, jumping, breaking marking surfaces) Repeated littering / Repeated misuse of environment Intentional damage to environment / Vandalism | EQUIPMENT USE Use equipment and technology safely Careless use of equipment or technology Misuse of equipment or technology Persistence or dangerous misuse of equipment or technology / Use of objects as weapons / Vandalism |
| FAIR PLAY Be fair / Play by the rules Not playing by the rules / Creating own rules Unfair play Repeated unfair play | HONESTY Be honest / Use belongings with permission Not disclosing information / Using belongings without permission Intentional dishonesty / Repeatedly using belongings without permission Repeated intentional dishonesty / Theft | INCLUSION Include others Excluding others Repeatedly excluding others Targetted or sustained exclusion of others |
| LEARNING Be organised / Listen actively (SLA) / Have a 'red hoc gor' / Prioritise learning Off-task behaviour (talking out of turn, inattention, out of seat) Repeated off-task behaviour Persistent, deliberate off-task behaviour | MOVING AND TRANSITIONING Walk safely Walking unsafely / Running on concrete Repeatedly walking unsafely / Repeatedly running on concrete Sustained unsafe walking / Sustained running on concrete, endangering self or others | OUT OF BOUNDS Right place, right time Out of bounds Repeated presence out of bounds / Leaving classrooms without permission Absconding / Intentionally evading supervision |

| Positive Behaviour for Learning [PBL] @ WWPS "Everyone, everywhere, every time!" | |
|--|---|
| MINOR BEHAVIOURS | MAJOR BEHAVIOURS |
| BE SAFE | |
| <ul style="list-style-type: none"> > Moving unsafely > Running on concrete > Out of bounds > Intentional unsafe use of hands and/or feet (holding, grabbing, pushing, pulling, kicking) > Misuse of equipment > Misuse of technology | <ul style="list-style-type: none"> > Repeatedly or intentionally moving unsafely > Sustained deliberate running on concrete, endangering self or others > Absconding (intentionally evading supervision) > Physical aggression (pursuing to strike, punching, hitting, kicking, scratching) > Persistent and/or dangerous misuse of equipment > Using objects as weapons > Repeated misuse of technology |
| BE RESPECTFUL | |
| <ul style="list-style-type: none"> > Refusal to follow adult instructions > Inappropriate use of language, gestures or images > Swearing around peers > Intentional name calling and/or teasing > Dishonesty > Unfair play > Deliberate exclusion of others > Using belongings without permission > Misuse of environment (climbing, swinging, jumping, breaking marking surfaces) > Littering | <ul style="list-style-type: none"> > Repeated refusal to follow adult instructions > Repeated inappropriate use of language, gestures or images > Sexualised behaviour > Swearing at others > Verbal aggression and/or bullying > Repeated intentional dishonesty > Repeated unfair play > Targetted and/or sustained exclusion > Theft > Repeated and/or dangerous misuse of environment > Vandalism |
| BE A LEARNER | |
| <ul style="list-style-type: none"> > Off-task classroom behaviour | <ul style="list-style-type: none"> > Persistent off-task classroom behaviour |

NSW Department of Education

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 Bulletin, 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.

education.nsw.gov.au



Whole school approach – The Wangi Wangi Public School Care Continuum

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum. The *care continuum* includes interventions for:

- all students – creating a safe and respectful learning environment
- some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The *care continuum* is a whole-school system that assists our school to adopt a prevention focused approach and help to address the full spectrum of student needs including; prevention, early Intervention, targeted intervention, and individual Intervention. The care continuum interventions used at Wangi Wangi PS are indicated in the table overleaf.



| Prevention | Early Intervention | Targetted Intervention | Individual Intervention |
|--|---|---|---|
| Classroom agreements co-created in all classes K-6 at the beginning of the year. | Communication with parent/carer (via digital means) for instances of repeated minor and red level behaviours. | Communication with parent/carer and, where relevant, phone calls, emails, SMS and communication books | Ongoing communication with parent/carer and, where relevant, phone calls, emails, SMS and communication books |
| High quality differentiated teaching that addresses individual learning needs of all students. | Self-regulation training and sensory tools including brain breaks and Zones of Regulation with trained teachers. | Modified individual expectations and goals <ul style="list-style-type: none"> • Ready to learn plans • Behaviour support plans | Sensory assessments and supports including functional behaviour assessment (FBA) |
| Calm and structured learning environments that support the learning and engagement of all students | SLSO support in the classroom | Use of sensory tools such as heavy lifting work, weighted blankets, weighted cushions, chair resistance bands, calm canoe, hand pickles, chair cushions, noise cancelling headphones | Use of sensory tools such as heavy lifting work, weighted blankets, weighted cushions, chair resistance bands, calm canoe, hand pickles, chair cushions, noise cancelling headphones |
| Consistent teacher expectations and responses to behaviour (WWPS Behaviour consistency guide) | Drama and role play to develop student understanding of behaviour expectations. Small group work with Student Wellbeing Officer (SWO) | Social stories Check and Connect with SWO or SLSOs Student Wellbeing Officer 1 on 1 support | Check In/Check Out with SLSO Student Wellbeing Officer 1 on 1 support |
| Whole school reward and systems of expectations in each class: <ul style="list-style-type: none"> • Fish tokens • WWPS level system | Restorative and reflective practices through NEST time - including school community service where appropriate | Restorative and reflective practices through NEST time- including school community service where appropriate | Check In, Check Out tailored specific goals and reward programs to meet individual needs Playground timetables and structured support programs |



| | | | |
|---|---|---|--|
| <p>Explicit weekly teaching of behaviour expectations and social skills which involve role play and circle time.</p> | <p>Explicit teaching and modelling of specific skills, including behaviour expectations and social skills</p> | <p>Re-teaching and modelling of identified behaviour needs. Individual behaviour goals including adjusted rewards and consequence</p> | |
| <p>Communication with parents/carers around school behaviour expectations.</p> | <p>Communication with parents/carers around school behaviour expectations.</p> | <p>Communication with parents/carers around school behaviour expectations.</p> | <p>Communication with parents/carers around school behaviour expectations.</p> |
| <p>Social/emotional learning taught through WWPS PD/H/PE programs and the use of quality literature in Shared and Modelled Reading sessions.</p> | <p>SWO programs with small groups of student who require additional support for an identified Social Emotional need</p> | <p>GOT (Get on Track) programs for students who required individualised support for:</p> <ul style="list-style-type: none"> - following adult instructions - respectful behaviour - self-awareness - getting along with others | <p>Engagement with Allied Health Services and Behaviour Support Provider Scheme</p> |
| | <p>Student learning support officer (SLSO) playground and learning support for students using school discretionary funding</p> <p>School counselling service psychological counselling, assessment and intervention services</p> | <p>Referral to WWPS Learning Support Team liaison with parents/carers to develop <i>behaviour support plans</i></p> <p>School counselling service</p> <p>Student learning support officer (SLSO)</p> | <p>DoE delivery support team assistance through Learning & Wellbeing Officer/Advisors, AP Learning & Support, Home School Liaison Officer, AP sensory, NDIS coordinator & School counselling service. Application for Integration Funding Support (IFS)</p> |
| <p>Connecting to country Aboriginal community cultural awareness training for staff Annual anti-racism training for all staff Bi-Annual Aboriginal History, Language and Culture professional learning for teacher Cultural connections provided through engagement with Westlake Elders and Aboriginal and Torres Strait Islander cultural events, cultural connections and celebrations across the year Yarn Ups each term with our Aboriginal and Torres Stait Islander Community</p> | <p>Gabinya Miyay support program aimed at connection to Country and community for Aboriginal and Torres Strait Islander students and cultural learning for non-Aboriginal students</p> <p>Year 3 – 6 Tibin Wanayi weekly cultural group</p> | <p>Engaging support from DoE Aboriginal Education and Wellbeing Officers</p> <p>Referral to services such as: - Awabakal limited</p> | <p>Engaging support from DoE Aboriginal Education and Wellbeing Officers</p> <p>Referral to services such as: - Awabakal limited</p> |
| <p>Teacher professional learning – Positive behaviour for learning (PBL)</p> <p>- Recess club activities facilitated by Teachers and SLSOs</p> | <p>School wide implementation of PBL for classroom systems of support and all areas expectations (Tier 1)</p> <p>School wide consistent rules for games to assist students who need more support ie – soccer, handball, tips</p> | <p>Playground support programs - Structured playground timetables</p> | <p>Playground support programs - Playground supervision and support programs</p> |



The NEST (Nurturing Expectations of Students with Teachers)

Formally known as the Planning Room, our NEST provides opportunities for students to reflect on their poor behaviour choices through reflection and, when appropriate, community service within our school.



The NEST is a school intervention tool to manage inappropriate student behaviours. The NEST is a “time out” action that is used where students do not respond positively to the standards and expectations of the school as described in the **WWPS Behaviour Consistency Guide**. The table below provides details on duration, supervision, communication and reflection practices used during NEST time. Recording of students attending the NEST is completed by classroom teachers or executive staff on the WWPS internal database.

| | | |
|--------------------------------------|--|--|
| Duration in Nest (maximum) | <ul style="list-style-type: none"> • <u>Early Stage 1, Stage 1</u>: 10 to 15mins • <u>Stage 2 and 3</u>: 15 to 20mins | Age and stage appropriate duration. Duration needs to be fair, reasonable and proportionate. |
| Supervision | NEST supervision is conducted by the principal or assistant principals during recess. Students in the NEST are not permitted to be left alone/unsupervised. | |
| Student reflection | <ol style="list-style-type: none"> 1. Revisit reason student is in the NEST 2. Engage student with behaviour consistency guide 3. Student and supervisor reflect on positive behaviour choices and school expectations and complete NEST Reflection document (Year 4-6 students may complete independently and discuss). Copy sent home with student. 4. NEST supervisor may elect to ask student to complete a community service (listed below) 5. Once NEST visit is complete, student is directed to teacher on asphalt/picnic table area 6. NEST supervisor completes NEST roll in Sentral 7. NEST supervisor completes NEST letter to parent/carer | Other tools: * BED/OAR chart * Restorative conversation prompts |
| Nest community service tasks | <ul style="list-style-type: none"> • Picking up litter in playground (specified amount or time) • Repairing or cleaning damaged item (if damaged by student) • Weeding in vegetable garden or school garden beds (with gloves) • Cleaning picnic tables | Supervision of gardening, cleaning or repairing will be required. |

Restorative conversations tool

AIM – What needs to happen to make this right?

Restorative questions to respond to **challenging behaviour**

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

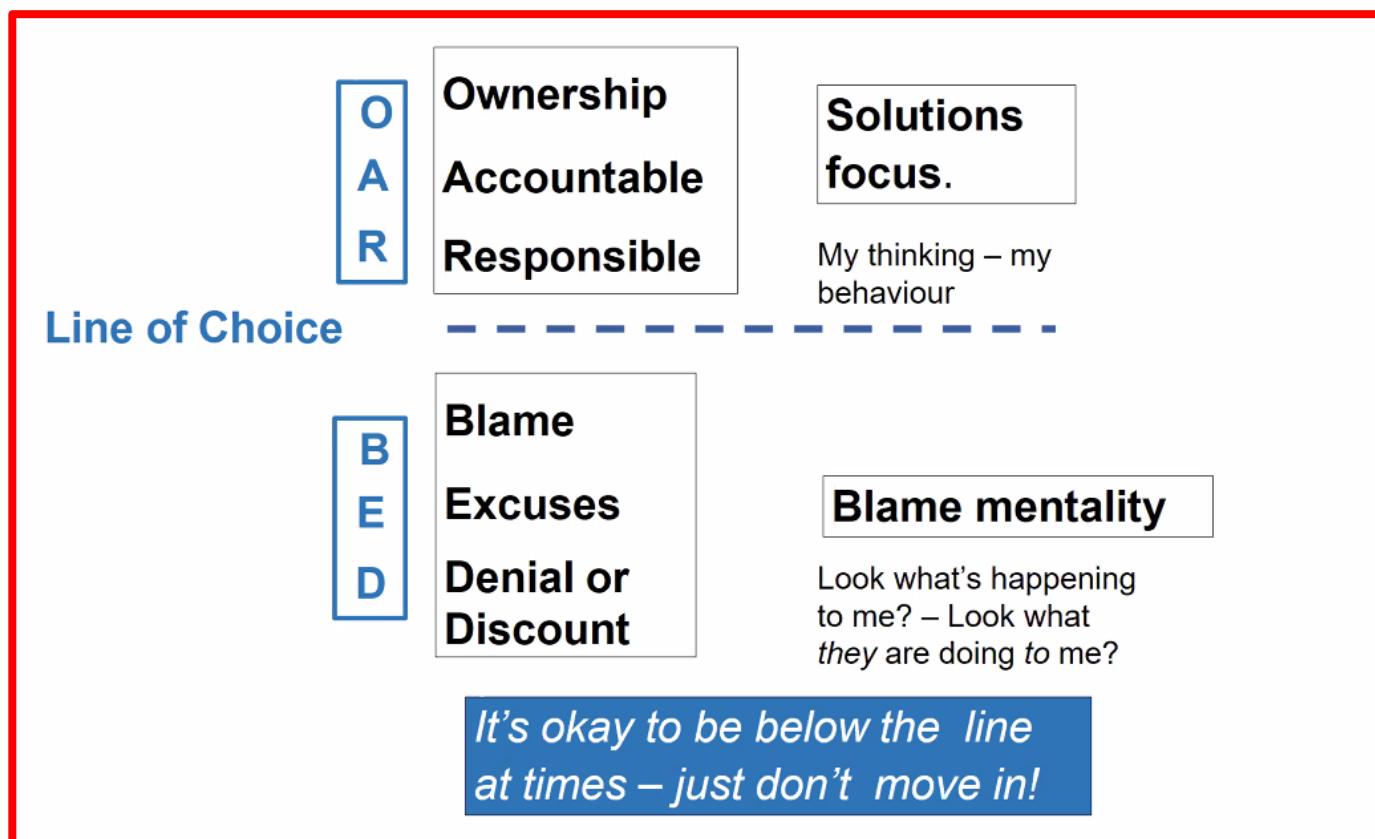
Restorative questions to help those **harmed** by other's actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

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| RIGHTS In our classroom we have the right: To learn To feel safe To be respected | RESPONSIBILITIES We demonstrate our responsibilities by: Being focussed, organised and ready to learn Acting safely in all learning spaces and the playground Being respectful of others, ourselves and learning environments |
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The line of choice theory

Tool for guided reflection conversation with senior students (if required)





Professional learning

| Program | Details | Audience |
|--|--|---|
| Behaveability | Ian Luscombe – Hornsby – November 2020 | All staff |
| PBL Tier 1 – School-wide | Online | Danni |
| PBL Tier 1 – School-wide | SDD 3 and Weekly PL sessions | All staff |
| PBL Tier 1 – Classroom | Online | Danni |
| PBL Tier 1 – Classroom and all areas | Regular planned revision PL sessions each term | All staff 2022 and termly in 2023 and 2024 |
| Positive partnerships | Term 2 2023 | Danni |
| Connecting to Country | Term 2 2022 | Lee and Danni |
| Aboriginal History, Language and Culture | Term 3 2022 | All staff Facilitated by DoE Aboriginal learning and wellbeing officers |
| DoE Behaviour Policy | New policy and procedures unpacked with staff and linked with our SBMP in 2022 and T1 2023 | All teachers |
| Berry St Model | 2021-22 (started at previous settings) | Hannah and Rob |