

Walters Road Public School Behaviour Support and Management Plan

Overview

Walters Road 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 include Positive Behaviour for Learning and inclusive practice.

Partnership with parents and carers

Walters Road Public School will partner with parents/carers in establishing student behaviour management and anti-bullying strategies by:

- Inviting parent/carer feedback through formal and informal means, such as school surveys, consulting with the P & C and local AECG.
- Using concerns raised through complaints procedures to review school systems and practices.
- Support for families through our school-based Wellbeing Officer.

Walters Road Public School uses a collaborative approach to support student wellbeing and learning through authentic engagement with parents and caregivers.

School-wide expectations and rules

Walters Road Public School has the following schoolwide expectations:

Be Respectful - act in a way that shows you care and value all members of our school community.	Be Responsible - acknowledging both positive and negative outcomes of your actions and keeping your commitments.	Be Safe – display positive interactions in all indoor and outdoor spaces within the school.
Use your manners	Report any issues to the teacher on duty	Walk on hard surfaces
Follow teacher instructions	Only enter a space when a teacher is present	Use the crossing or walkways when moving around the school
Wait your turn	Look after your belongings	Stay in bounds
Be respectful of other people’s personal space	Look after school property and keep the grounds clean	Begin playing when a teacher is present
Look and listen when being spoken to	Return equipment to where it belongs	Wear a school hat when playing outside

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Walters Road Public School, 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

Walters Road Public School uses evidence-based approaches to support student wellbeing, positive behaviour and to manage bullying and cyber bullying behaviour. There is a schoolwide expectation that students are respectful, responsible and safe learners. Walters Road Public School has embedded the principals of inclusive practice and trauma informed practice to build a culture of respect and engagement with learning.

Care Continuum	Strategy or Program	Details	Audience
Universal Prevention: Creating safe and respectful learning environments for all students	Wellbeing system	-Whole school focus each fortnight, on one of the explicit behaviour expectations. A school-wide behaviour monitoring system is used to facilitate communication and documentation of student behaviour. Students are rewarded and publicly acknowledged for their positive behaviour choices through a Bronze, Silver, Gold, Principal’s Award system. Opportunities are provided for students to work with executive teachers and reflect on their negative behaviours with the goal of improving choices.	Whole school
	Classroom management	Strong classroom management is built through: -Trusting student/teacher relationships	Whole school

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> -High expectations -Consistent routines and engagement in explicit, differentiated teaching -Structured and consistent responses to both positive and negative behaviours -Strong learning and support programs, including both in class support and withdrawal small group tuition -In class SLSO support for academic and wellbeing support -SLSO “big brother” presence encourages and supports regular attendance at school for students 	
	Enrolment procedures	<p>Thorough enrolment interviews are held with every new family to the school. Strong focus on collection of background information relating to prior schooling, trauma background, EAL/D or LaS, OOHC status, financial assistance and local supports for families.</p>	Whole school
	Handover and transition programs	<p>Teachers engage in thorough handover meeting at the end of each year to ensure effective communication of student needs and appropriate class placement. The Kindergarten AP liaises with local pre-schools during Semester 2, Kindergarten Orientation sessions run throughout Term 4, transition to high meetings are held in Term 4 with Year Advisors, with every student being spoken about individually and data provided. The Wellbeing Officer runs a playgroup each Monday morning to support transition to</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
		Kindergarten for students not attending pre-school.	
Early intervention: Targeted support for disruptive student behaviour, including students at risk of developing negative behaviours.	Wellbeing programs	Wellbeing Officer delivers social skills and resilience programs to small groups of identified students and runs lunchtime 'Hub Club' to develop friendships.	Identified students
	School Learning Support Officers	Our SLSOs assist the development of social skills and positive peer relationships by facilitating sport activities in the playgrounds during break times.	Identified students
	Aboriginal Education Officer	Our AEO supports the implementation of the Dharug Dhalang program to revitalise the language and build cultural connections, knowledge and pride amongst our Aboriginal students and community. He works in classrooms to support the academic growth and attainment of our Aboriginal and/or Torres Strait Islander students. Our AEO supports our wellbeing approach through supporting students with developing social skills and encouraging school attendance.	Identified students
	School Counselling	Our school psychologist works collaboratively with teachers, families and the Learning Support Team to provide counselling, cognitive and/or behavioural assessments as well as early intervention and transition support.	Identified students
	Trauma Informed Practice	All staff are trained in TIP and these principles are embedded into our wellbeing programs as well as classroom management strategies/procedures. Our	Identified students

Care Continuum	Strategy or Program	Details	Audience
		<p>EAL/D teachers are utilised for their expertise when new arrival families start at our school. Relationships based on understanding and trust are built to ensure emotional safety for our vulnerable students.</p>	
<p>Targeted intervention: Targeted support for disruptive student behaviour, including students at risk of developing negative behaviours.</p>	<p>Learning and Support Team</p>	<p>Our LST work with teachers, students and families to identify and support student needs. The team engages with a range of DoE consultants as well as external support providers, including allied health professionals to provide intervention and support for students. A Case Management approach is used to track and monitor student achievement and the provision of support across the school.</p> <p>Cultural performance groups that foster inclusivity and sense of belonging</p> <p>Active playground supervision for identified students requiring support in unstructured environments</p>	<p>Whole school/identified students</p>
<p>Individual intervention: Supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular</p>	<p>Individual Education Plans, Individual Behaviour Support Plans Student-tailored risk management plan</p>	<p>Personalised support plans are developed in consultation with all stakeholders to:</p> <ul style="list-style-type: none"> -Increase school attendance -Improve social competence and interpersonal skills -Support the development of emotional regulation skills -Ensure the physical, emotional and psychological safety of students, staff and families 	<p>Individual students</p>

Care Continuum	Strategy or Program	Details	Audience
conditions, through intense, individual interventions.		-Case Management twice per term to feedback progress of students receiving intervention of any kind	Whole school/individual students
	Personalised Learning Pathways	-Improve literacy and numeracy skills -Improved cultural connection and awareness	
	Attendance Matters	-Attendance is monitored, with daily contact made to families when students are absent. Attendance initiatives and incentives are regularly implemented along with an Attendance Reward system that mirrors the whole school behaviour reward system of Bronze, Silver and Gold Attendance awards. -Individual students and families are supported by the Home School Liaison Officer to improve low attendance rates through Attendance Improvement Plans.	

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Walters Road Public School has structures and processes in place to respond to all behaviours of concern (Appendix 1 Behaviour Management flowchart). The school will identify inappropriate behaviour through the following means:

- A student disclosing information regarding actions towards them
- A parent reporting concerns
- Staff reporting concerns and observations
- Community member or external agency report
- Student behaviour
- Evidence such as illustrations, visual representations or written work created by the student

Responses to serious behaviours of concern

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- 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.

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](#).

Detention, reflection and restorative practices

Reflection occurs each lunchtime and is supervised by a member of the executive team. During this time, students have the opportunity to discuss their behaviour and choices they could have made.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time using restorative questioning (What happened? What were you thinking and feeling at the time?)	Once the parent/carer has been notified of the incident. The length of time is determined by the severity of the behaviour	Executive teacher	Documented in School Bytes-Wellbeing
Structured playground plans-students have individual plans allocating them to specific play areas throughout the week	Once the parent/carer has been notified. Length of time is determined by the time it takes to resolve the peer relationships involved	Executive teacher	Documented in School Bytes-Notes
Restorative programs for initiator and those harmed	After parental permission is gained. Weekly group activities and/or lessons	Executive teacher and School Wellbeing Officer	Documented in School Bytes-Wellbeing

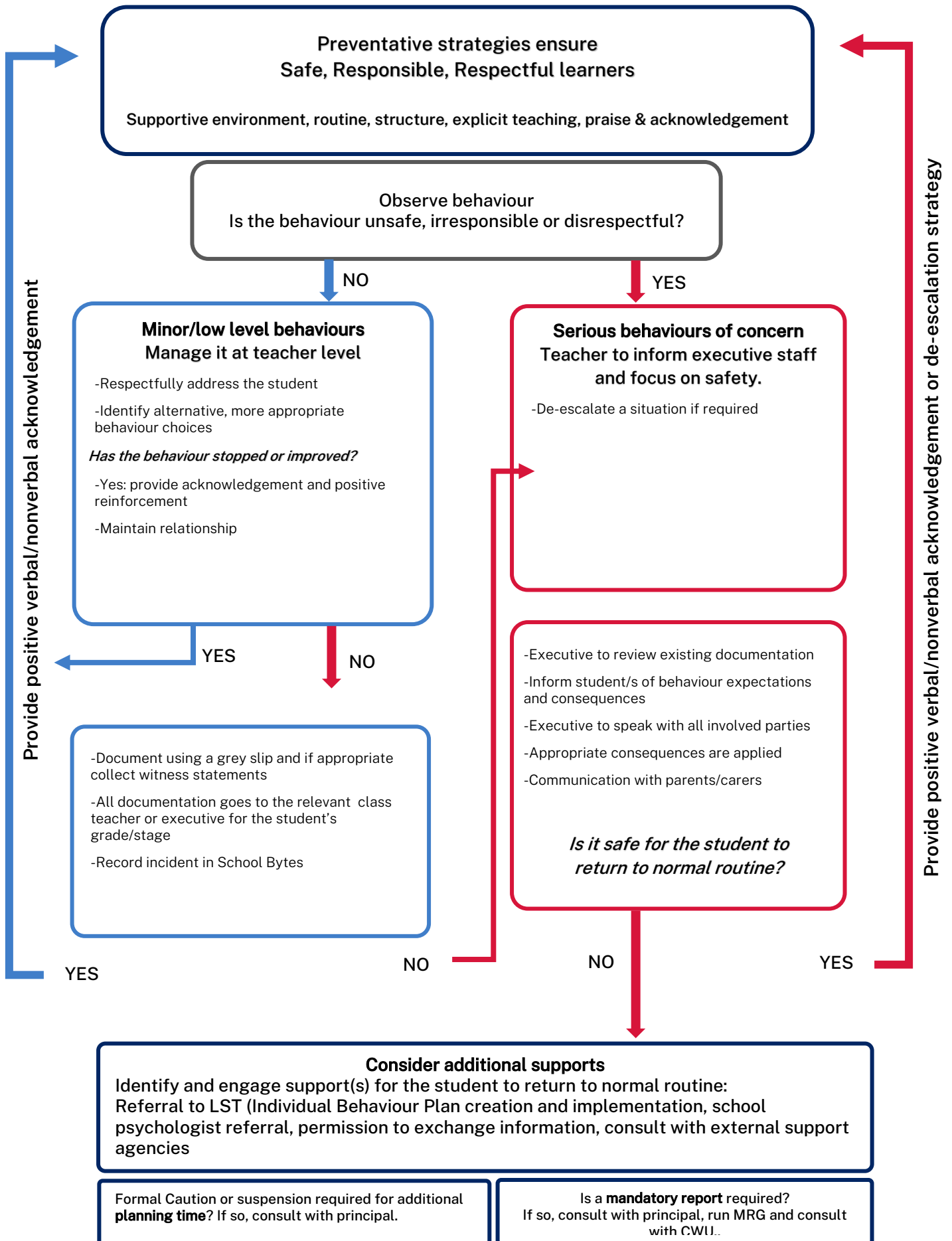
Strategy	When and how long?	Who coordinates?	How are these recorded?
Playground support	Daily	Executive teacher	Documented in School Bytes-Wellbeing

Review dates

Last review date: Wednesday 26th November, Term 4, 2024

Next review date: January 27th, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

Step 1: Identify Bullying Behaviour

Criteria: Is the behaviour intentional, repeated, and harmful?

Yes: Proceed to Step 2.

No: Address as a conflict or misunderstanding and follow appropriate conflict resolution strategies.

Step 2: Report the Incident

Who to Report to:

Teacher

School Counsellor

Principal

Action: Collect details of the incident (who, what, when, where, and how).

Step 3: Immediate Response

Ensure Safety:

Separate the individuals involved.

Provide a safe space for the victim.

Document: Record the details of the incident in the school's bullying log.

Step 4: Investigate

Gather Information:

Speak with the victim, alleged bully, and witnesses.

Collect any relevant evidence (e.g., messages, photos).

Action: Determine the facts surrounding the incident.

Step 5: Implement Support Strategies

For the Victim:

Provide emotional support and counselling if needed.

Develop a safety plan (e.g., safe areas, trusted adults).

For the Alleged Bully:

Discuss the behaviour and its impact.

Implement appropriate consequences as per school policy.

Engage in restorative practices if suitable.

Step 6: Monitor and Follow-Up

Check-In: Regularly follow up with both the victim and the alleged bully to assess the situation.

Adjust Support Plans: Make modifications as needed based on feedback and ongoing observations.

Step 7: Review and Reflect

Evaluate: Review the effectiveness of the response and support strategies.

Report Findings: Share outcomes with relevant staff and adjust school policies or programs if necessary.

This flowchart provides a structured approach to responding to bullying incidents at Walters Road Public School.