NSW Department of Education





Behaviour Support and Management Plan Woodberry Public School

Woodberry Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We work alongside all stakeholders to strive for and sustain a culture of high expectations that supports a learning culture where staff and students build on their knowledge, skills and values to be successful in their learning growth. We are committed to fostering strong relationships and embedding quality wellbeing systems to ensure every student can connect, succeed and thrive.

Audience and applicability

Our school is community focused with a clear mission to ensure all students reach the highest possible outcomes in all aspects of their education, through the values of respect, commitment and responsibility. It is a school which values the contributions of all stakeholders and is recognised for its strong standards and ability to adapt to current community needs.



At Woodberry Public School we foster high expectations and build positive and collaborative relationships between students, teachers and community members. *(Strategic Direction 2 – Student Wellbeing)*



At Woodberry Public School we are committed to community change through developing deep connections with a broad range of learning partners and developing initiatives which support our students and families to maintain high expectations and enhance connections with school. (SD1 – Student Growth and attainment)



At Woodberry Public School we have high expectations that all teachers will develop and expand their knowledge and skills through professional learning to collectively improve student outcomes with a focus on quality pedagogy. *(SD1 – Student Growth and attainment)*

Policy requirements

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by Woodberry Public School as part of the <u>Student Behaviour policy</u>. Our plan has been developed in consultation with key stakeholders and will be reviewed annually. This document has been published on our school website at <u>https://woodberry-p.schools.nsw.gov.au/</u>

School culture and values

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 inappropriate behaviour is not accepted, in both online and offline environments. School staff will actively respond to student behaviour through the shared understanding that:

- Every child has the right to an engaging, inclusive and respectful learning environment. Success through diversity,
- Creativity, collaboration, communication and critical reflection form the foundations of life-long learning by establishing positive partnerships between school, home and community,
- Our school must continually evolve and transform to better prepare students to navigate this increasingly complex world,
- We have high expectations of learning and behaviour for all students.

Term	Definition
Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
School Behaviour Support and Management Plan	An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website so it is available to all students, parents, carers and school staff.
Buddy class	Teacher-directed buddy class is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de- escalation strategies and teaching practices have been tried.
	Buddy class enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Definitions

Responses to serious behaviours of concern

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> <u>procedures</u> 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.

Roles and responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP.

Responsibilities	Details	ACTION
Students have the responsibility to:	 fully understand what "bullying" is, be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, 	 behave appropriately, respecting all members of the school community and their differences and backgrounds, report incidents of bullying when they occur,
	 understand, engage and follow the school Positive Behaviour for Learning (PBL) framework, behave responsibly when using digital 	• follow the PBL values and expectations that we are: respectful, responsible learners, safe and resilient,
	 devices and online services, including social media platforms, monitor their own behaviour so that it does not result in anyone experiencing racism, behave as responsible bystanders. 	 all school staff to monitor the use by students of digital devices and online services, report any incidents of racism to teachers, call out racism and racial bullying,
		if safe to do so, as an upstander.

Parents and Caregivers have a responsibility to:	 work in partnership with the school to implement the SBSMP, supporting their child to abide by the <u>Behaviour Code for Students</u>, resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the <u>School</u> <u>Community Charter</u>, work collaboratively with the school to resolve negative behaviours or incidents of bullying when they occur, adhere to the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment. 	 be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate, support their children to become responsible citizens and to develop responsible online behaviour, report behaviours of concern to the school, support their children in developing positive responses to incidents of negative behaviour or bullying, ensure that no student, employee, parent, caregiver or community member should experience racism within the school environment.
School executives and teachers have a responsibility to:	 contribute to the development, monitoring and review of the SBSMP, as appropriate, support the school in maintaining a safe, inclusive and supportive learning environment by implement the processes and strategies within the SBSMP, promote a school culture where negative behaviours and bullying is not acceptable, manage reports of incidents, negative behaviours and bullying, and escalate matters to the principal (or delegate) when necessary, encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS), monitor the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, complete the department's mandatory Anti- Racism policy training and appropriately respond to incidents of racism. 	 implement the processes and strategies within the SBSMP, model and promote appropriate relationships and behaviours, teach students to identify, report and respond to bullying at school and online, log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable), work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways. follow the objectives of the Student Use of Mobile Phones in Schools Management Plan and monitor and respond to inappropriate usage, address racism, promote cultural safety and intercultural understanding, encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory.

Non-teaching staff have a responsibility to	 contribute to the development, monitoring and review of the SBSMP, as appropriate, support the school in maintaining a safe, inclusive and supportive learning environment, reports incidents of negative behaviours and bullying to a teacher or supervisor, complete the department's mandatory Anti- Racism policy training and appropriately respond to incidents of racism. implement the processes and strategies within the SBSMP, model and promote appropriate relationships and behaviours, log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable).
Principals (or their delegate) have the responsibility to:	 lead the school community in developing, implementing and monitoring the SBSMP, ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate, maintain a positive school climate that includes respectful relationships, identify patterns of negative incidents and bullying behaviour and initiate a focused and targeted response, manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy, ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents, work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours. ensure all staff, parents and carers, and students are aware of the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.

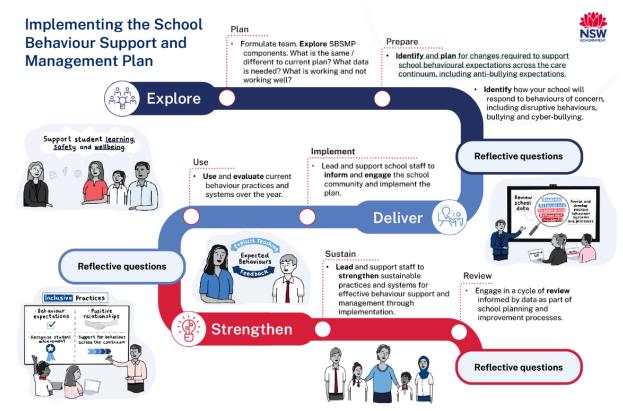


Figure 1 Implementing the School Behaviour Support and Management Plan

Our behaviour initiatives

Woodberry Public School engages with and is supported by the '<u>Team Around a School</u>' (TAaS) which comprises Delivery Support representatives from the Hunter Principal Network such as 'Learning and Wellbeing', 'Network Specialist Facilitators', an 'NDIS Coordinator' as well as the 'Aboriginal Community Liaison Officer' (ACLO), and 'Aboriginal Attendance Officer' (AAO).

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early Intervention	Positive Behaviour for Learning	A whole school approach to develop a safe, positive learning environment by teaching students how to be safe, positive learners and how to respond appropriately to bullying behaviour, how to avoid escalating conflict and what to do if they witness others being bullied. We will teach our students to be resilient to bullying in all forms.	All Students, Staff & Families
		We implement weekly PBL Lessons that is informed by behaviour and student data collected at school as a preventative approach.	
PreventionDays of CelebrationWoodberry Public School makes every effort to celebrate inclusion and diversity to make every student feel known, valued and cared for.		Whole school	
		We achieve this by celebrating Harmony Day, Sorry Day, National Day of Action Against Bullying, NAIDOC Week and R U OK Day. By promoting the importance of social cohesion messages, these days of celebration encourage positive behaviours amongst our students.	

Care Continuum	Strategy or Program	Details	Audience
Prevention & Early Intervention	School Awards	Woodberry Public School recognises positive behaviours of <i>every</i> student at least once a term. We give awards to students who display merit and uphold the values of WPS.	Whole School
		We encourage our students to be celebrated by communicating their achievements with the whole school at assemblies, and their families through phone calls home, Seesaw, Facebook and School Bytes to continue to promote the positive behaviours displayed.	
Prevention & Early Intervention	Restorative Action	Restorative practice is a whole school teaching and learning approach that encourages respectful and supportive behaviour. It puts the onus on individuals to be truly accountable for their behaviour and repair any harm caused to others as a result of their actions.	Whole School
Prevention, Early Intervention & Targeted	Berry Street Education Model	'Berry Street' is an educational model with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.	Whole school (students, staff and families/carers)
Intervention		This model enables our staff to support students' self- regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	
		WPS incorporates specific strategies to educate students across the care continuum. Including:	
		- Staff using more trauma-informed language.	
		 Weekly lessons to students from BSEM syllabus and adapted to context and relevant issues. 	
		 Upskilling of staff with Berry Street PL – 2 sessions a term. 	
		- Class circles every morning.	
		- 'Ready to learn' plans for every student at WPS	
		- Evidence based de-escalation strategies, positive primers and brain breaks	
Targeted intervention	Staunch Sisters - Youth Express	Staunch Sisters is an externally run Indigenous girls' intervention program which aims to educate empathy, self-esteem and self-regulation to our female students. The program runs over 10 weeks in Term 2, 3 and 4.	Girls - Primary (incl. support unit)
Targeted intervention	Top Blokes	Top Blokes is a Boys mentoring and intervention program which aims to educate empathy, self-esteem and self- regulation to our Year 6 boys. The 10 weeks program is facilitated in Terms 1 and 3.	Year 6 Boys
Targeted intervention	Deadly Yarns	An Aboriginal boys' mentoring program teaching empathy, self-esteem & self-regulation. Our stage 3 students mentoring stage 2 students to become school leaders. Led by the Aboriginal Student Support Teacher local to community.	Stage 2 and 3 boys

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Internal Social Skills Intervention Program	Based on our behaviour data, students from kindergarten to year 6 are identified to engage in an intervention program targeting the specific social and/or behavioural skills that need improvement.	Tier 2 students K-6
Targeted & Individual Intervention	Learning & Support Team	Woodberry Public School has a comprehensive <u>Learning</u> and <u>Support Team</u> (LST) process that supports students to achieve their best academically, socially and culturally. Issues are raised by teachers based on data gathered from Sentral, by teachers and parents through discussions and formal learning support team meetings and by students who are encouraged to report inappropriate behaviour when it occurs.	Targeted students across the whole school
Individual intervention	1 to 1 Behaviour Support Plans	Woodberry Public School provides individualised programs and initiatives for students on the care continuum who require 1 to 1 support to assist with complex needs.	Individual students
		A community approach is needed to best support success of our students who may be consistently displaying major behaviours. Close communication with parents (multiple updates weekly) is integral to the consistency of 1 to 1 support to achieve the best possible outcomes.	

Woodberry Public School has a <u>Learning and Support team</u> that meet weekly. Our team comprises our Principal, Assistant Principals, a Learning and Support Team Coordinator and the school counsellor. This experienced and dedicated team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals.

<u>Positive Behaviour for Learning</u> (PBL) is a pivotal initiative that Woodberry Public School has implemented. PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture. The framework assists schools to improve social, emotional, behavioural, and academic outcomes for children and young people. which incorporates lessons and activities based around the 'Bullying. No Way! Safe Australian Schools. Together' program and the <u>antibullying.nsw.gov.au</u>. Our PBL team meet on a weekly basis and consist of specific people across our school who lead this initiative so the school can continually strengthen its use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness, and inform decisions that strengthen the learning environment.

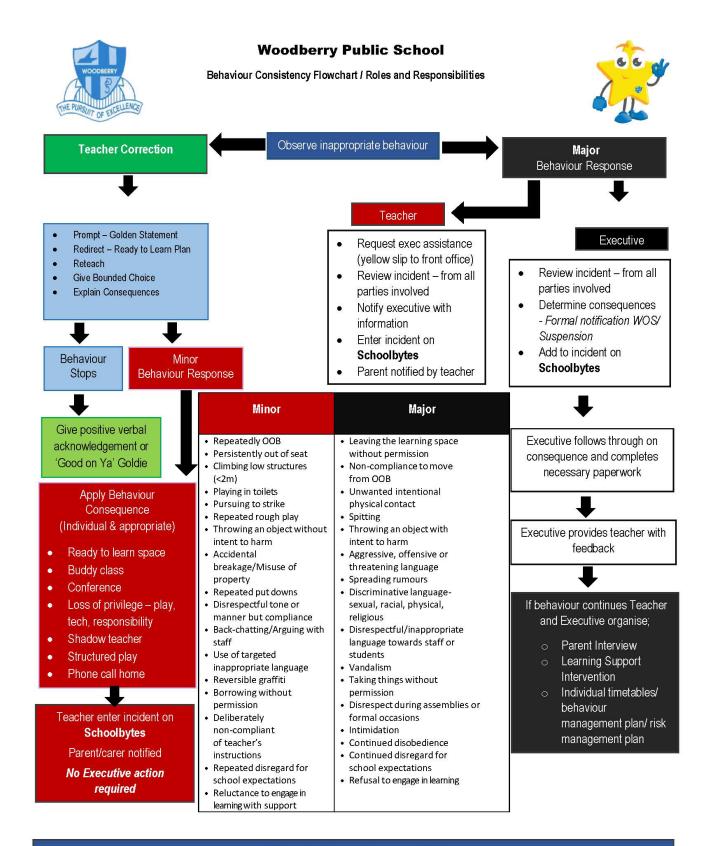
Woodberry Public School implement the <u>Berry Street Education Model</u> (BSEM) with a large proportion of staff trained in the delivery of this initiative. The school established a BSEM team lead by some aspiring leaders who are delivering regular whole staff Professional Learning (PL) and providing weekly lessons for teachers with accompanying resources. The school conduct ongoing review and embed improvement practices of this model and meet during each term.

Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.

Maintaining positive partnerships

The best education happens when parents and schools work together. The <u>School Community</u> <u>Charter</u> outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

- Using an interdisciplinary approach that draws on knowledge from different perspectives to support student needs.
- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs.
- Providing opportunities for delivery support staff and other outside agencies to work directly with school staff to build reciprocal understandings about behaviour support.
- Communicating our Behavioural and Educational Models that we teach to our students. Guided by Positive Behaviour for Learning and the Berry Street Education Model, we will ensure to use the language from these models across our whole school community to ensure consistency and best support for students and their families.
- Continue to communicate with our 'Inclusive Communities' group to further broader engagement and feedback.
- Consistent communication across all our platforms. Including online (Seesaw, school newsletter, school bytes & Facebook), SMS messages, letters and phone calls. This includes communicating positive feedback regarding students, general information and updates regarding student behaviour.
- Informing parents of our Restorative Action process when resolving issues at school.
- Provide our parents and community with opportunities for increased education regarding topics of interest and relevant to the school's context. This will include parent/teacher interviews, educational information nights and promotion of external services relevant to the school's context and student learning outcomes.



• Take action to correct inappropriate behaviour

- Record incident on **Schoolbytes** if student does not respond to prompt/redirect, reteach, bounded choice, explain consequences
- Consequences need to relate to the behaviour being corrected, appropriate and individualised to the student

Responses to ALL inappropriate behaviour should be - CALM, CONSISTENT, IMMEDIATE AND RESPECTFUL



WPS Behaviour Consistency Guide



Core Value	Consequence	Right Place Right Time	Keeping Hands and Feet to Yourself
	Teacher Correction	 Wandering or sitting in OOB areas Out of seat/designated space during learning 	 Unsafe contact within a game Grabbing clothing
ility	Minor	 Repeatedly OOB Persistently out of seat Climbing low structures (<2m) Playing in toilets 	 Pursuing to strike Repeated rough play Throwing an object without intent to harm Accidental breakage/Misuse of property
nsib	Major	 Leaving the learning space without permission Non-compliance to move from OOB 	 Unwanted intentional physical contact Spitting Throwing an object with intent to harm
Respo	Immediate executive	 OOB with intent to harm/cause damage Leaving school grounds without permission Climbing high structures (>2m) 	 Unwanted intentional physical contact causing harm Throwing an object causing harm Using an implement as a weapon Seriously threatening or engaging in physically violent behaviour Engaging in serious criminal behaviour related to the school Engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others (see definition)

Core Value	Consequence	Speaking Appropriately	Do Your Best
	Teacher Correction	 Isolated put downs Calling out Over-heard use of untargeted inappropriate language 	Littering Excluding others
	Minor	 Repeated put downs Disrespectful tone or manner but compliance Back-chatting/Arguing with staff Use of targeted inappropriate language 	 Reversible graffiti Borrowing without permission
spect	Major	 Aggressive, offensive or threatening language Spreading rumours Discriminative language- sexual, racial, physical, religious Disrespectful/inappropriate language towards staff or students 	 Vandalism Taking things without permission Disrespect during assemblies or formal occasions Intimidation
Res	Immediate executive	 Verbal abuse Bullying and cyber-bullying Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity Engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others (see definition) 	 Malicious damage to or theft of property Being in possession of, uses or supplies tobacco, vaping devices, alcohol and ecigarettes Being in possession of, uses or supplies a suspected illegal/restricted substance Being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms

Core Value	Consequence	Follow Instructions	Do your Best
	Teacher Correction	 Slow to comply with teacher's instructions No hat in uncovered area 	Reluctance to engage in learning
nent	Minor	 Deliberately non-compliant of teacher's instructions Repeated disregard for school expectations 	 Reluctance to engage in learning with support
nmitm	Major	Continued disobedience Continued disregard for school expectations	Refusal to engage in learning
Com	Immediate executive	 Repeated unsafe, disengaged disruptive behaviour Continued / persistent disobedience and/or disruptive behaviour 	 continued / persistent disobedience and/or disruptive behaviour mis-use of technology

WPS Staff Response Guide

Consequence	Immediate Action	Follow Up Action	Data Entry
Teacher Correction	Prompt – Golden Statement Redirect Reteach Give Bounded Choice Explain Consequences	• N/A •	→ N/A
Minor	Prompt – Golden Statement Redirect Reteach Give Bounded Choice Explain Consequences	 Time out Buddy class Conference Loss of privilege – play, tech, responsibility Shadow teacher at playtime 	 Teacher to enter incident into School Bytes using A B C format
Major	 Review incident – from all parties involved Notify executive with information 	 Loss of privilege – play, tech, responsibility Shadow teacher at playtime Structured play activity Parent notified by Teacher 	• Teacher to enter incident into School Bytes using A B C format
Immediate executive	 Refer to executive Review incident – from all parties involved 	 Determine consequences - Formal Caution to Suspend/Suspension Parent notified by Exec 	 Executive to enter incident into School Byte using A B C format

School Excellence Framework (SEF)

SEF Domain and Element	WPS 2022 Self-Assessment	•	WPS Target 2024-2025
Learning Domain	Sustaining & Growing		Excelling
 Wellbeing Theme Behaviour 	Expectations of behaviour are co- developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students	-	Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

The SEF for Woodberry Public School is aligned with our <u>Strategic Improvement Plan 2022 – 2026</u>. The following <u>initiatives</u> have been implemented into our school and embedded with our Strategic Directions to move us from Sustaining & Growing to Excelling for Behaviour.

- An evidence-based program for social and emotional learning, the Berry Street Education Model, will be implemented across the whole school to ensure that our students are ready to learn.
- Whole school data will be regularly analysed in executive meetings and team meetings to track progress. This progress will be shared with our whole school community.
- Following a comprehensive review of Positive Behaviour for Learning (PBL), we will implement the recommendations and continue to refine our systems and structures to enhance the effectiveness of the PBL framework.
- We will underpin the PBL framework by developing the social and emotional wellbeing of our students using the Berry Street Education Model.
- We will continue to build awareness of community programs and support structures offered by our Schools As Community Centre (Woodberry Place of Friends) through promotion to increase engagement and connect with as many families as possible.

• We will work with our Aboriginal and Torres Strait Islander families to enhance partnerships to develop a stronger sense of cultural safety for our students, and to draw on their knowledge and skills to develop the cultural understanding of all staff and students.

Care continuum

At Woodberry Public School the wellbeing and behaviour of our student cohort is dynamic, and we recognise and understand that students may require support at different points on the continuum at various stages of their schooling. Our school has implemented the 'Care continuum' model to routinely monitor and evaluate the strategies and practices used to support student behaviour across the care continuum.

The goal of our behaviour intervention is for the students at Woodberry Public School to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant information and data, which can then identify our students' needs, set goals, and choose interventions based on their data and identified needs.



Prevention	Early Intervention	Targeted	Individual
Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour Students respond positively to explicit teaching of expectations Students accept correction and feedback Students acquire new interpersonal and social skills that support engagement with learning Low-level behaviours easily managed by the teacher	Difficulties with concentration Continuous low-level disruptive behaviour, also known as minor behaviours in PBL, may include: • calling out • out of seat • low-level teasing • out of bounds • lack of personal space/boundaries • not following instructions • under-developed learning behaviours • incomplete tasks • off task behaviour • lateness • unprepared for learning.	 Under-developed social skills: sharing and turn-taking friendship skills conversational skills. Language and communication difficulties Self-regulation difficulties Poor conflict resolution skills Bullying others or being bullied Poor attendance 	 Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include: continued / persistent disobedient and/or disruptive behaviour verbal abuse physical aggression severe self-injurious behaviour malicious damage to or theft of property severe risk-taking behaviour shut down response bullying and cyber bullying mis-use of technology discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

SBSMP Consultation

Woodberry Public School communicate information and expectations to parents/carers through a range of communication modes, including social media, parent portal and school newsletters to ensure inclusivity and increase meaningful engagement with school communities.

We have an Inclusive Communities Committee which met on 28/05/2025 as part of the consultation process prior to implementing our SBSMP.

SBSMP Review

A review of this plan will be conducted in <u>Term 4, 2025</u> and will include consultation with key stakeholders.