

Willmot Public School Behaviour Support and Management Plan

Overview

Willmot Public School is an inclusive community school where everyone is valued. We believe everyone does the best they can, when they can, with support to develop the skills they need for success. Our school has three key values – Listen, Learn, Lead and three key expectations – let the teachers teach, let others learn and learn when you are ready; use your Ready to Learn plan.

Our student-centred behaviour management approach is based on evidence about brain development, positive relationships and wellbeing to ensure students maximise their learning opportunities. We focus on learning to solve problems safely through a fair process, supporting students to develop skills in restoring relationships and prioritising learning. The goal is for students to become successful citizens who manage their own regulation and follow a fair process to work with others and solve problems in a positive learning environment. To achieve this goal, the research tells us students must be regulated before someone can relate to them and then reason with them to resolve problems. This means that before adults engage with children to help them fix a problem or address concerning behaviour, they need to be calm and focussed. For example, rhythm and movement breaks help students release energy and refocus, while visual prompts provide clear guidance on expected behaviours.

At Willmot Public School, the way we organise our school environment is also based on this research, with a range of systems and strategies in place designed to foster positive engagement. Class programs and timetables are structured, explicit and predictable, and every class begins the day with a morning routine preparing all children for the learning in the day ahead. This consistent learning routine helps students feel secure, which can reduce anxiety and improve focus for learning.

Willmot Public School rejects all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. Staff are committed to implementing evidence-based approaches and strategies that promote a sense of belonging in a positive climate where bullying is less likely to occur. School staff actively respond to student bullying behaviour and reinforce the idea that when everyone belongs, there is no room for bullies.

Partnership with parents and carers

Willmot Public School partners with parents/carers to maintain expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Willmot Public School will communicate these expectations to parents/carers through the school newsletter, the SchoolBytes app, social media and school website. Our school proactively builds collaborative relationships with families, communities and external providers to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Willmot Public School school's expectations and rules are based on our key values – Listen, Learn and Lead. Details of the behaviours we teach to support these values are included in the self-assessment checklists used by students (see Appendix 3). Students work with their class teacher to learn to reflect on their own behaviour and identify goals to improve skills for learning and social activities.

The table below provides a summary of the school wide values and expectations:

Listen	Learn	Lead
Let the teacher teach	Learn when you are ready	Use your ready to learn plan
I follow instructions	I try my best	I am kind to others
I show that I listen to teachers and students	I join all activities	I help others learn
I stay in my learning area	I come to school more than 90% of the time	I speak up and ask for help when something seems unfair

Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document, translated into multiple languages is available here: [Behaviour Code for Students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying.

These approaches and strategies are built on a foundation of evidence-based, effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- re-teaching skills and expectations in response to any behaviour concerns
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that teach students self-regulation and self-management skills.
- design adjustments and accommodations to learning content and tasks, to meet the needs of all learners.

The following table highlights some of the programs in place to support positive engagement and student wellbeing across the care continuum:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Berry Street Education Model	A whole school approach to implementing and embedding classroom management practices that teach positive behaviour for learning and promote wellbeing across all aspects of schooling.	All
Prevention	The WiTi, wonderful me	A classroom teaching and learning program using evidence-based strategies to teach character strengths and behaviours for learning, and skills to build social emotional development and self-regulation.	All students
Prevention	Backflips against Bullying	An annual presentation, supported by in-class learning, focused on educating students about how to recognise and respond to bullying.	All students
Prevention	Bullying No Way	Our school participates in the annual National Week of Action against Bullying and Violence – Bullying No Way	Staff, students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early	Australian eSafety	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and	All

Care Continuum	Strategy or Program	Details	Audience
Intervention / Targeted / Individual	Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Early Intervention	Social Emotional Learning groups	Small group intervention to support social emotional development and skills for building positive friendships in a small group environment at school.	Targeted students K - 6
Targeted	Leadership Program	Selected students in Stage 3 work with our School Chaplain/ Wellbeing Officer to develop leadership skills and resilience.	Selected students in Stage 3
Targeted	The LAB (Learning about Bikes)	A school-based program that aims to increase engagement in learning by promoting development of positive skills in learning, behaviour and social interactions.	Selected students 3-6
Targeted	Blackfit program	Targeted Aboriginal students participate in a weekly program to develop cultural knowledge and skills in activities including dance.	Targeted students 3-6
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	Class teachers will work with an individual student, and their families where possible, to develop a plan to improve attendance and set growth goals. The Learning and Support team will provide additional support as needed.	Individual students, teachers and Learning and Support team
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, AP, Learning and Support team
Individual intervention	Act 4 Kids	Students may be referred for counselling, Occupational Therapy and Speech Pathology to meet identified needs.	Individual students.
Prevention/ Targeted Intervention	Community Liaison Officer (CLO)	The CLO supports students and families by coordinating a community food bank and provide assistance to engage with a range of local services for support. The CLO works with the LST to facilitate important partnerships as a linker to address identified student needs.	Individual students, Learning and Support Team

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

Identifying behaviours of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 2.

Willmot Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- direct observation of a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency

Students and parents are actively encouraged to report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support.

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, including online
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing and learning of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Behaviours of concern and management responses are recorded on our school behaviour and wellbeing system.

Planned responses include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • expectation reminder • re-direct • offer choice • prompts • reteach • seat change • alternative learning space • complete work before breaks • problem solving conference • restorative/repair discussion • communication with parent/carer. 	<ul style="list-style-type: none"> • expectation reminder • re-direct • offer choice • prompts • reteach • play or playground re-direction • walk with teacher to take time to re-regulate • problem solving conference • restorative/repair discussion • communication with parent/carer.

Willmot Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The strategies are informed by the Berry Street Education model which consists of evidence-based strategies used daily by teachers to teach self-regulation.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are explicitly taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>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. Contact office to seek help from executive if there is a risk. Notify student's stage supervisor or executive ASAP and before the end of the school day.</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, redirect with specific feedback.</p>	<p>2. Executive/CT to take 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 	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions,</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to</p>

e.g. stickers, house points, WOW awards <ul style="list-style-type: none"> • moderate and intermittent e.g. class assembly awards significant and infrequent e.g. Bronze, Silver, Gold awards Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system.	student conference. Provide support for students to meet the classroom/playground behaviour expectation.	determine next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/Principal may consider further action e.g. formal caution or suspension.
4. Social emotional learning lessons are taught to all students.	4. Teacher records on Behaviour / wellbeing system. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including bullying behaviour, are recorded on Behaviour / wellbeing system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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
- liaise with [Team Around a School](#) for additional support or advice
- 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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Willmot Public School implements evidence-based approaches that focus on teaching positive behaviours to meet needs and fix problems. Consequences help show students that they have an impact on the world and can help to establish secure boundaries. It is important that consequences are natural or logical to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Research suggests that strategies such as detention and withdrawal from play have limited effectiveness. Examples of **natural consequences** include a designing a **playground plan**, moving to an **alternate learning space** and **community service**. The table below provides more detailed explanation of these examples.

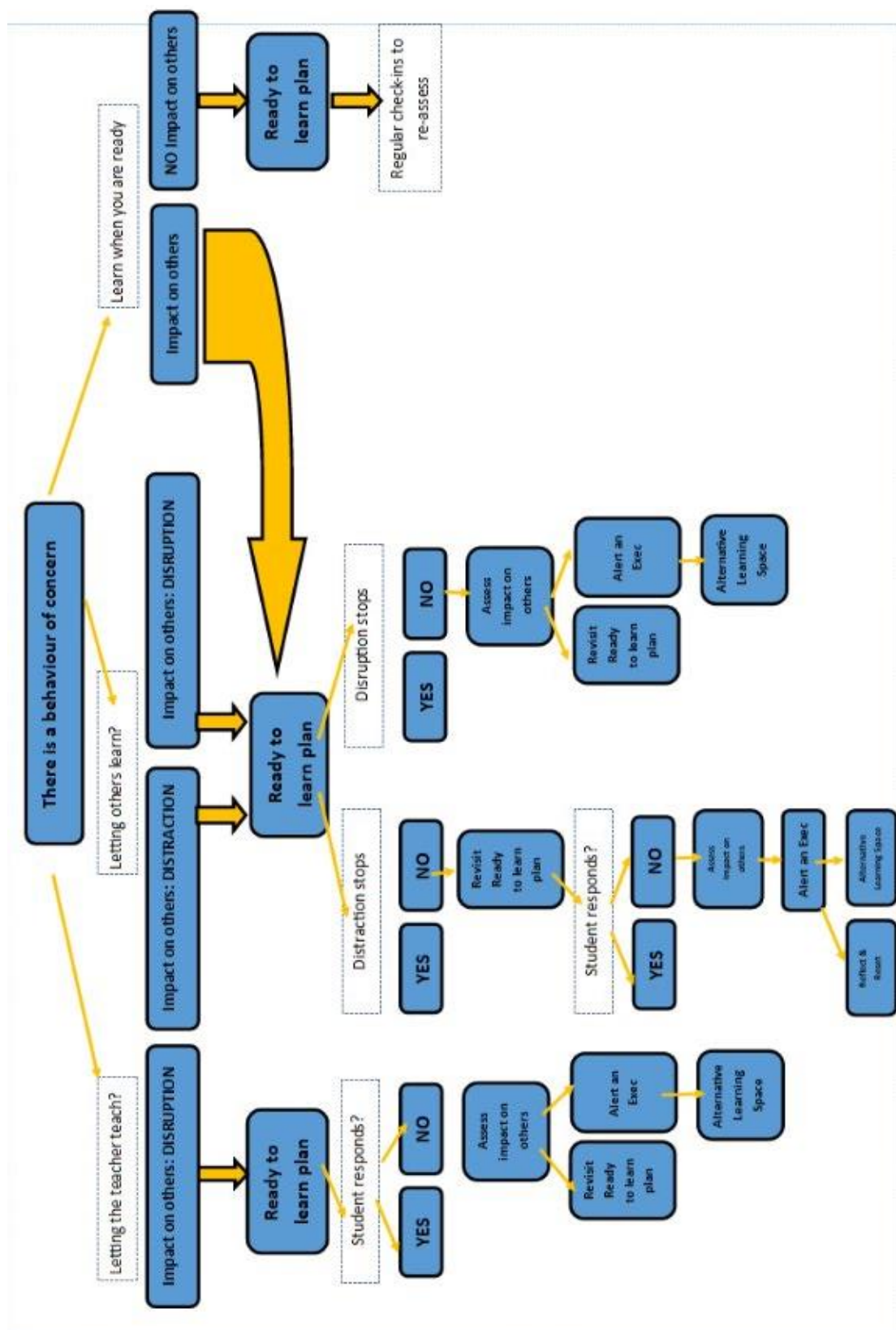
Strategy	When and how long?	Who coordinates?	How are these recorded?
Playground plan – a structured plan for where to play to provide additional support with managing social interactions and avoiding conflict	Play breaks, reviewed daily	Assistant Principal	Documented in Behaviour / wellbeing system
Alternate learning space – if a student is unsettled and having difficulty staying regulated, they may be better able to learn in another space e.g. a different class or smaller group setting	As needed	Assistant Principal	Documented in Behaviour / wellbeing system
Community service – students may undertake jobs to contribute to the school community as part of their attempts to repair a problem e.g. cleaning up mess made, picking up rubbish.	At an appropriate time	Assistant Principal	Documented in Behaviour / wellbeing system

Review dates

Last review date: Week 2, Term 1, 2025

Next review date: Week 5, Term 4, 2025

Appendix 1: Behaviour management flowchart



Appendix 2 Bullying Response Flowchart









The following flowchart explains the actions Willmot Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.








Bullying defined: Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.




Appendix 3 student self-assessment examples


Early Stage 1: Kindergarten

Listen Learn Lead								
Early Stage 1 expectations								
Bronze	Learn	I listen to others.						
	Listen	I follow instructions.						
	Listen and learn	I keep my hands and feet to myself.						
Silver	I am safe	I stay in safe places.						
	Listen and learn	I talk politely.						
	Learn	I share problems with a teacher.						
	Learn	I am at school 80% of the time.						


Gold	Listen	I care and share with others.						
	Learn	I ask for help.						
	Learn	I am at school 90% of the time.						
	Lead	I follow game rules.						
	Lead	I use equipment properly and pack away.						
Medallion	Learn	I care for the environment.						
	Learn	I join in all activities, and I come to school more than 90% of the time.						

	Lead	I walk in lines.						
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Rating scale: Use Smiley face scale. Students point to the face and teacher/SLSO records.



Yes, I always do that!




Sometimes I do that. I need more practise.



That's a bit tricky for me. I'm still learning.

Stage 1: Year One and Year Two

Listen Learn Lead



Stage 1 expectations


Name : _____

			Date 1	Date 2	Date 3	Date 4	Date 5
Bronze	Listen	I follow instructions.					
	Learn	I listen to others.					
	Listen and Learn	I keep my hands and feet to myself.					
Silver	Listen	I play in the right place.					
	Listen	I take turns with others.					
	Learn	I ask for help.					
Gold	Learn	I am at school 80% of the time.					
	Lead	I tell the teacher about problems.					
	Listen	I speak politely.					
	Listen and learn	I put rubbish in the bin.					
	Learn	I try my best.					
Medallion	Learn	I am at school 90% of the time.					
	Lead	I use equipment safely and help to pack away.					
	Lead	I care for the environment.					
	Lead	I am kind to others.					
	Learn	I am at school more than 90% of the time.					
	Lead	I join in all learning activities and I help others to be a learner.					

Rating scale:
 1 = hardly ever 2 = sometimes 3 = usually 4 = most of the time 5 = always

Comments/Personal goals:

Stage 2: Year 3 and Year 4



Listen Learn Lead

Stage 2 expectations

Name : _____

Bronze	Listen	I listen to others.						
	Learn	I follow instructions.						
	Learn	I keep my hands and feet to myself.						
Silver	Listen	I talk politely.						
	Learn	I stay in safe places and ask to leave the area.						
	Lead	I ask for help when I need it.						
	Learn	I am at school 80% of the time.						
Gold	Listen	I follow game rules.						
	Learn	I join in all learning activities.						
	Learn	I recognise that making mistakes is part of learning.						
	Learn	I am at school 90% of the time.						
	Lead	I think before I speak or act.						
Medallion	Lead	I tell the teacher about problems.						
	Listen	I show respect for different opinions.						
	Learn	I am at school more than 90% of the time.						
	Learn	I help others to be a learner.						
	Lead	I am kind to others.						
	Lead	I care for the environment.						
	Lead	I use equipment safely and help to pack away.						

Rating scale :
 1 = hardly ever 2 = sometimes 3 = usually 4 = most of the time 5 = always

Comments/Personal goals:

Stage 3: Year 5 and Year 6

Listen Learn Lead



Stage 3 expectations

Name: _____

Bronze	Listen	I show that I listen to teachers and students.							
	Listen	I follow instructions.							
	Learn	I stay in safe places and let a teacher know where I am.							
Silver	Listen	I listen and wait before interrupting appropriately.							
	Lead	I talk politely.							
	Learn	I ask for help with learning tasks when I need it.							
Gold	Learn	I am at school 80% of the time.							
	Listen	I listen respectfully to different opinions.							
	Lead	I express my feelings in appropriate ways.							
Medallion	Lead	I follow game rules and encourage others.							
	Learn	I persist with learning tasks.							
	Learn	I am at school 90% of the time.							
Medallion	Lead	I help others to stay safe at school.							
	Lead	I consider the feelings of others before I speak or act.							
	Lead	I care for the environment.							
	Lead	I am a role model for others.							
	Learn	I participate actively in learning activities.							
	Learn	I am at school more than 90% of the time.							
	Learn	I attempt challenging tasks and try my best.							

Rating scale:

1 = hardly ever

2 = sometimes

3 = usually

4 = most of the time

5 = always

Comments/Personal goals: