**Wilton Public School Behaviour Support and Management Plan**

## Overview

Wilton Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

### Wilton public school has the following school-wide rules and expectations

#### **Be SAFE**

* Cooperate with each other.
* Walk quietly within the school during lesson time.
* Follow all teachers' directions.
* Avoid activities that may injure or upset other people.
* Use playground areas according to the playground rules.
* Walk around corners to avoid accidents.
* Use climbing equipment only when supervised by a teacher.
* Toilets and washrooms are not play areas.
* Always wear a hat outside (No hat, no play).
* Play within the playground boundaries.

#### **Be RESPECTFUL**

* Wear your uniform with pride.
* Behave well on the way to and from school, on excursions, and at all functions including assemblies, lines and school special events.
* Be polite, courteous and considerate of others.
* Do not hit, tease, bully, swear or laugh at others.
* Be considerate of the feelings of others, use kind words.

#### **Be a LEARNER**

* Pay attention in class.
* Achieve your personal best.
* Complete work in a set time, including homework
* Bring the necessary equipment for every lesson.
* Leave prohibited materials and weapons at home.
* Label and care for your own belongings.

### Wilton Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

* Back Flips Against Bullying
* Bounce Back Program
* Be You Program
* Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander communities
* Smiling Minds program
* Staff PL around complex trauma
* Disability and additional learning and support PL
* School Values
* Transition Programs
* Classroom Management
* Zones of Regulation
* Whole School Reward System
* Strong partnership with parents and families
* Learning and Support Team
* Social Support Clubs
* Extra-Curricular Clubs
* Support Class Transition
* Personalised goals
* Individual communication system
* Individual Behaviour Plans

### **Behaviour Code for Students**

### The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

### **Whole School Approach**

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Back Flips Against Bullying | External provider workshop at our school which has a strong focus on positive social skills including resilience, empathy, bullying. | Whole School |
| Prevention | Bounce Back Program | Program that supports teachers and schools to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and support learning environments. | Whole school |
| Prevention | Be You Program | Evidence informed framework to equip school educators to support the mental health and wellbeing of students. | Students, staff and families |
| Prevention | Support programs aimed at connection to Country and community for Aboriginal and Torres Strait Islander communities | Yarn Up  Partnership with the local AEGC  Indigenous Games | Whole school and individual students and families |
| Prevention | Smiling Minds programs | Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. | Whole school |
| Prevention | Staff PL around complex trauma | Professional learning that provides foundational understanding of childhood trauma, its causes and impact for schools. Participants learn to recognise the signs that students have experienced trauma and develop a repertoire of inclusive strategies to mitigate its impact at school, both as individuals and through the implementation of school-wide systems. | All staff. |
| Prevention | Disability and additional learning and support PL | Staff professional learning around additional needs of vulnerable students including the Disability Standards Act and the responsibilities of our school in supporting students with disabilities. | All staff. |
| Early Intervention | School Values | Explicit teaching and modelling of specific skills including behaviour expectations and social skills.  Communicated to staff, students and school community through posters, videos, AUSLAN, eNews, assemblies. | Students, staff and families |
| Early Intervention | Transition Programs | Kindergarten  High School  Class handover | Students, staff and parents. |
| Early Intervention | Classroom Management | Consistent teacher expectations, routines, modelling and responses to behaviour.  Class based systems of expectations and positive reinforcement e.g., Traffic Light System across school | Students and staff |
| Early Intervention | Zones of Regulation | Class based systems of expectations and positive reinforcement e.g., Traffic Light System across school | Students and staff |
| Early Intervention | Whole School Reward System | A school-wide reward system that explicitly defines responses to expected behaviour across the whole school, including the classroom to support staff to be consistent and to promote positive behaviour and demonstration of school values. | Whole school |
| Early Intervention | Strong partnership with parents and families | Weekly calls to build positive relationships, Communication Books, eNews, class newsletters | Staff and families. |
| Targeted Intervention | Learning and Support Team | The Learning and Support Team work with teachers, students, and families to support those students who require personalised learning and support. | Individual students, families, and staff. |
| Targeted Intervention | Social Support Clubs | Interest based groups run during break times to provide social support to identified students | All staff. |
| Targeted Intervention | Extra Curricular Clubs | Interest based groups run during break times as a reward for students | All staff. |
| Targeted Intervention | Support Class Transition | Specific program for parents and students to support a smooth transition into their new setting. | Individual students, families and staff |
| Individual Intervention | Personalised goals | In collaboration with families and external providers create PLSP, PLPs to best suit targeted students’ needs that aligns with curriculum. | Families, individual students, staff, and external agencies. |
| Individual Intervention | Individual communication system | Visual prompts and integrated AUSLAN to build the capacity of students to communicate effectively. | Individual students and whole school. |
| Individual Intervention | Individual  Behaviour Plans | The collaborative development, monitoring, review and communication of individual Behaviour Management Plans, Behaviour Response plans. | Individual students, families, and whole school staff. |

### **Detention, reflection and restorative practices**

| Action | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Teacher-directed time-out | Used to prevent an escalation of behaviour and when a student has moved through the classroom behaviour response system (traffic lights). This facilitates the teaching of appropriate behaviour and skills, such as self-regulation.  To take place in a space within the classroom or nearby where the student can be supported and monitored by a staff member.  This will occur for the shortest time possible.  During break times, time out should be less than the full duration of a break time (recess or lunch). | Classroom teacher in consultation Assistant or Deputy Principal. | Internal school records - Assistant/  Deputy Principal |
| Self-directed time-out | Occurs when a student recognises a situation may increase stress to them or lead to an escalation in their behaviour  • requests permission to use self-directed time-out from the classroom  • signals and leaves the classroom or educational activity without prompting or support  • goes to a prearranged room or area, for example a garden, quiet space, lounge room  • is monitored at all times while they are having self-directed time  • chooses to return to the classroom or educational activity as soon as they feel able to do so and  within an agreed timeframe as part of their plan. | Classroom teacher | Internal school records -classroom teacher/Assistant Principal |
| Restorative Practice | The restorative approach starts from an important set of questions discussed with the classroom teacher, playground teacher or member of the executive team:  What happened? What school values does this relate to?  What were you thinking or feeling?  Who’s been hurt?  How do they feel?  What can you do to make things better?  What do you think would be a fair consequence?  What alternative choices could’ve been made?  What help do you need to do this?  This should occur when the student is calm and take place in an appropriate space that allows the student and staff member to implement this process. | Classroom teacher, in consultation Assistant or Deputy Principal. | Internal school records -classroom teacher/Assistant Principal |

### **Partnership with parents/carers**

Wilton Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with the P&C and the wider school community in line with expectations set out in the [School Community Charter](https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter)

Wilton Public School will communicate these expectations to parents/carers by providing access to school wide behaviour, wellbeing and reward systems upon enrolment and throughout the school year via eNews and the [Wilton Public School](https://wilton-p.schools.nsw.gov.au/)

### **School Anti-bullying Plan**

Click the link to access the school’s existing anti-bullying plan here. [Wilton Public School Anti-Bullying Plan](https://drive.google.com/file/d/1LKXSf8exkG7XCnOL5rpDhXmvfocEc-bV/view?usp=sharing)

### **Reviewing dates**

Last review date: 9th February 2023

Next review date: Week 10, Term 1, 2024