



Winston Hills Public School

Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Winston Hills Public School's Strategic Improvement Plan has prioritised wellbeing with a focus on all students connecting, succeeding and thriving. This is underpinned by a multi-tiered approach to learning and wellbeing.

With the commitment of the whole school, Winston Hills Public School has embedded the Positive Behaviour for Learning (PBL) evidence-based framework to support social, emotional, behavioural and academic outcomes for students.

The success of the PBL program has been supported by a common vision, language and a clear expectation of students and staff. Tier 1 and Tier 2 committees regularly meet to collect and review data to support future school directions. Expectations are explicitly taught to students and positive behaviour is celebrated through our rewards systems.

Partnership with parents and carers

When parents/carers enrol their children at Winston Hills Public School, they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Winston Hills Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies through:

- established lines of communication with parents through interviews, phone calls, emails and meet the teacher information sessions
- inviting parents/carers 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.

Winston Hill Public School will communicate these expectations to parents/carers through the school fortnightly newsletter, the Audiri App and the website.

School-wide expectations and rules

All students are explicitly taught and expected to follow our Positive Behaviour for Learning expectations at all times:



We are safe	We are respectful	We are responsible
We keep our hands and our feet to ourselves	We are considerate of others and their belongings	We look after our belongings
We play the right game in the right place	We use our manners and speak kindly to others	We follow healthy habits
We leave the school grounds safely	We include others in a game and play fairly	We move to lines when the music starts
We walk on hard surfaces	We move around the school quietly	We are in the right place at the right time
We use the footpaths	We treat our peers, teachers, parents, visitors and all other members of the school community with respect	We use the teacher on duty for advice and support
We are safe when using the bubblers and toilets	We look after the environment	We are responsible when using the bubblers and toilets
We wear our school hat	We follow teacher directions	We stay in bounds
		We sit down to eat our food

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 cyberbullying behaviour.

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
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Winston Hills Public School uses the following strategies and systems to reinforce positive student behaviour and behavioural expectations:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Positive Behaviour for Learning	Explicit expectations for being safe, respectful and responsible are consistently taught. PBL committees provide professional learning for staff and evaluate data to determine school focus.	Students and Staff
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and 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.	All
Prevention / Early Intervention / Targeted / Individual	School Counsellor	School counselling service supports students by providing a psychological counselling, assessment and intervention service.	All

Care Continuum	Strategy or Program	Details	Audience
Intervention / Targeted Individual	School Chaplaincy	Individual and small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Students K - 6
Intervention/ Targeted Individual	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Prevention / Early Intervention / Targeted / Individual	Anti-Racism Contact Officer	The school has a staff member who is trained as our Anti-Racism Contact Officer (ARCO). The ARCO will promote anti-racism education, support complaint handling and monitor incidents or racism.	All/ Individual students
Intervention/ Targeted Individual	Attendance support	Senior executive work closely with the Home School Liaison Officer to identify attendance concerns and implement strategies to support improvement. These strategies are evaluated and monitored by the Learning and Support Team.	Individual students, LaST and HSLO
Intervention/ Targeted Individual	Passive Play	Individual and small group intervention program to support students within the playground.	Individual students
Early Intervention	Transitions	LST are in communication with both preschools and high school to share information to support a smooth transition.	Individual students, LST, parent/carer
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, LaST, AP

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

Recognising and reinforcing positive, inclusive and safe behaviour

Winston Hills Public School supports a whole school approach which incorporates targeted programs and strategies to support student wellbeing and behaviour. Through the Positive Behaviour for Learning program, staff at Winston Hills Public School recognise, encourage and show appreciation for appropriate behaviour in a number of ways including:

Free and Frequent Rewards- Winnies

Winnie awards given to students who display safe, respectful and/or responsible behaviour. They contribute to a House tally which is counted each term, with the winning House enjoying a reward.



Merit Award System

At Winston Hills Public School, the Merit Award system rewards the positive aspects of student's performance, application and behaviour. Staff issue merit certificates to students in a variety of contexts. These awards count towards cumulative totals.

10 Awards	<u>Honour Certificate</u>
20 Awards	<u>Honour Certificate</u>
30 Awards	Small Banner
40 Awards	<u>Honour Certificate</u>
50 Awards	Bronze Medal & Morning Tea with the Principal
60 Awards	<u>Honour Certificate</u>
70 Awards	<u>Honour Certificate</u>
80 Awards	Large Banner
90 Awards	<u>Honour Certificate</u>
100 Awards	Silver Medal & Morning Tea with the Principal
110 Awards	<u>Honour Certificate</u>
120 Awards	<u>Honour Certificate</u>
130 Awards	Small Banner
140 Awards	<u>Honour Certificate</u>
150 Awards	Gold Medal and Morning Tea with the Principal

Identifying behaviour of concern, including bullying and cyberbullying

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

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

- directly observing 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 or parents can 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, for example through the school counselling service.

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.

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 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.

Corrective responses are recorded on the Wellbeing system. These include:

Classroom	Playground
rule reminder	rule reminder
re-direct	re-direct
offer choice	offer choice
error correction	error correction
prompts	prompts
reteach	reteach
seat change	play or playground re-direction
stay in at break to discuss/complete work	walk with teacher
conference	reflection and restorative practices
reflection and restorative practices	communication with parent/carer
communication with parent/carer	

Winston Hills Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

We acknowledge that not all students are encouraged by the same things or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Winston Hills Public School processes are highlighted in:

Appendix 1 – Classroom Behaviour Management Flowchart

Appendix 2 – Bullying Response Flowchart

Appendix 3 – Expectations Matrix

Appendix 4 – Behaviour Consequences Flow Chart

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the school's PBL rewards program.</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 straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day using the school's referral procedures.</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, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate 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: free and frequent (Winnies) moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral Wellbeing.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Lessons are explicitly taught to address PBL expectations and social emotional learning.</p>	<p>4. Teacher records on Sentral Wellbeing system. Monitor and inform family if repeated. For some incidents, referral is made to the school's Tier 2 team, LaST or anti-racism contact officer (ARCO).</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contacts parents to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at Monday morning assembly and also acknowledged at end of term Recognition Assemblies.</p>	<p>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.</p>	<p>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.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the Wellbeing system. These may include:

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

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](#).

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](#).

Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

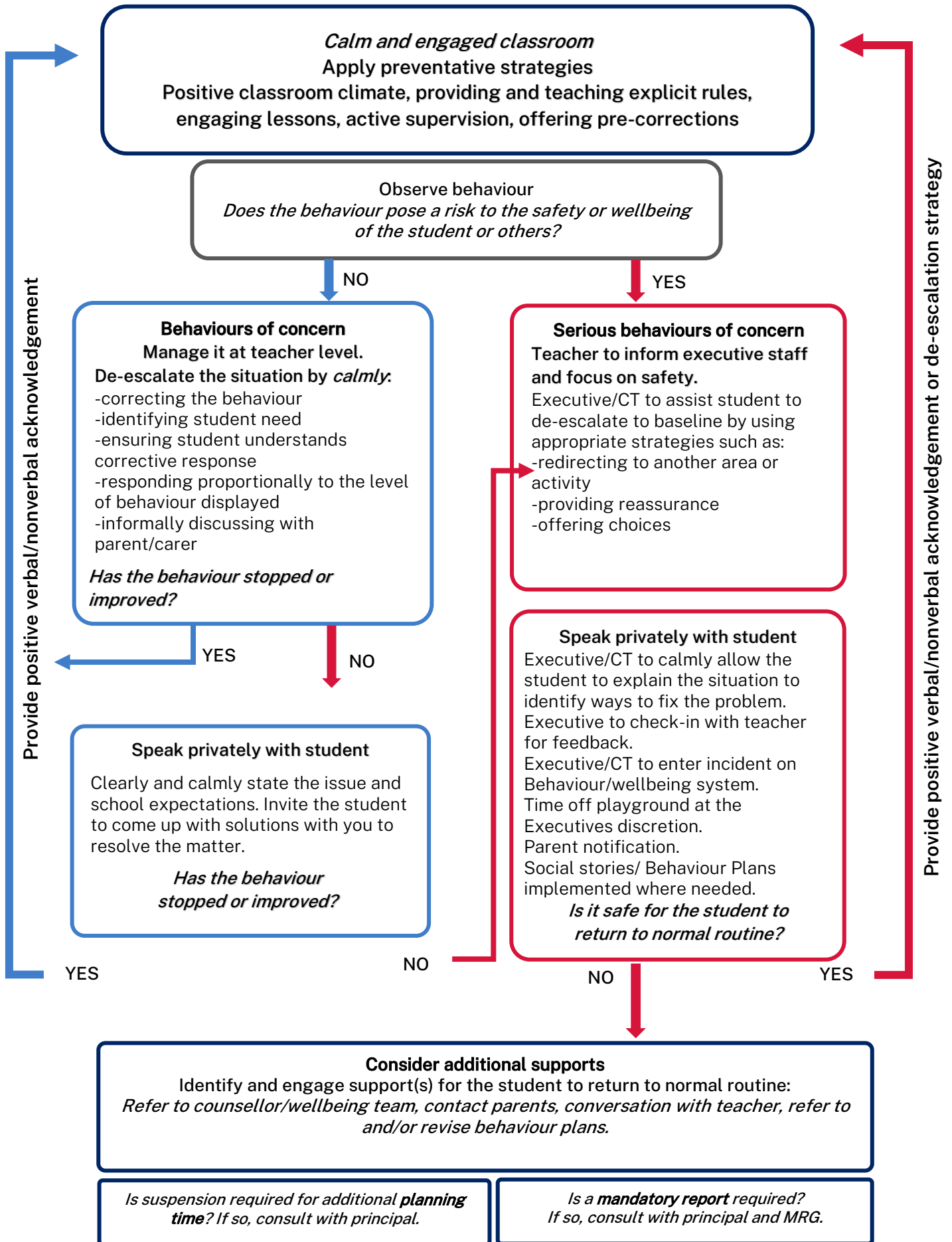
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant/Deputy Principal	Documented in Sentral Wellbeing System
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant/Deputy Principal	Documented in Sentral Wellbeing System
Restorative practice	Scheduled for either lunch or recess break	Assistant/Deputy Principal	Documented in Sentral Wellbeing System
Structured Play - Students are monitored and support by SLSOs within the playground.	Lunch break	Assistant/Deputy Principal	Documented in Sentral Wellbeing System

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Classroom Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart



Appendix 3: Expectations Matrix

Teaching Matrix	Settings						
	Canteen	Library/Comp Lab	Lines	K-2 Shadeport	3-6 Nature Area	Passive	Toilets & Bubbliers
<p>We are Safe by</p>	<ul style="list-style-type: none"> Walking to and from the canteen Standing in the correct line, behind the yellow line Purchasing our food, walking to the silver seats in our play area and then starting to eating 	<ul style="list-style-type: none"> Lining up quietly in 2 lines at the first door Walking at all times Returning everything back to the correct place 	<ul style="list-style-type: none"> Sitting in our classes designated area Keeping our hands and feet to ourselves Keeping belongings in our laps 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds Walking at all times Using handballs only 	<ul style="list-style-type: none"> Wearing our hats Staying in bounds Playing non-contact sports only Telling the teacher if our ball goes out of bounds Keeping our hands and feet to ourselves Leaving stick and rocks alone 	<ul style="list-style-type: none"> Lining up outside on the 2nd half bell Walking to and from passive Listening to teacher instructions Finishing eating before coming in 	<ul style="list-style-type: none"> Walking at all times Keeping our hands and feet to ourselves Washing our hands after using the toilets
	<p>We are Responsible by</p>	<ul style="list-style-type: none"> Having our money ready and knowing what we want to buy Only buying for ourselves Choosing one friend to go to the canteen with us 	<ul style="list-style-type: none"> Returning our library books each week Bringing our library bags each week Using the technology responsibly Placing my belongings in a safe place and collecting them when you leave Sharing resources fairly 	<ul style="list-style-type: none"> Moving to lines when the music begins Walking directly to our classes designated area Being seated before the bell rings Moving sensibly and quietly away from lines with our teachers Collecting belongings before lining up Using the bubbliers and toilets when the music starts 	<ul style="list-style-type: none"> Looking after our belongings Going to the canteen if we are buying food Staying seated when eating 	<ul style="list-style-type: none"> Looking after our belongings Finishing eating before entering this area Telling the teacher on duty if there is an issue Leaving the playground when the music begins 	<ul style="list-style-type: none"> Packing up before leaving Looking after equipment Taking all belongings with us when leaving
<p>We are Respectful by</p>	<ul style="list-style-type: none"> Greeting and using our manners Waiting our turn Putting our rubbish in the bin 	<ul style="list-style-type: none"> Entering and exiting quietly Using our manners and inside voice Treating books and technology with care 	<ul style="list-style-type: none"> Being quiet when the bell rings Keeping our hands and feet to ourselves Looking and listening to the teacher during messages Sitting sensibly in lines 	<ul style="list-style-type: none"> Considering others and the play space available Including others in our game Looking after the environment Placing all rubbish in the bin Playing fairly 	<ul style="list-style-type: none"> Considering others space and safety Being kind to each other and speaking nicely Including others in our games Looking after the environment Playing fairly Playing the correct game in the correct area 	<ul style="list-style-type: none"> Sharing toys fairly Entering and exiting quietly Using our manners and inside voices 	<ul style="list-style-type: none"> Respecting others privacy Treating school property with respect Keeping the bathrooms clean for others

Appendix 3 cont. : Expectations Matrix

Teaching Matrix		Settings					
		Bus	The Play Equipment	K-2 Grass	Area A	Area B	PSSA/Excursions
R U I E S	We are Safe by	<ul style="list-style-type: none"> Staying seated against the wall in bus lines Walking in a single line to the bus Leaving the gates with the teacher Staying seated at all times on the bus 	<ul style="list-style-type: none"> Playing with the equipment sensibly Waiting our turn on the equipment Walking at all times Keeping hands and feet to ourselves Wearing our hat 	<ul style="list-style-type: none"> Wearing our hats Staying in bounds Playing non-contact sports only Playing fairly Telling the teacher if our ball goes out of bounds Keeping our hands and feet to ourselves Leaving sticks and rocks alone 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds Walking at all times Using handballs only 	<ul style="list-style-type: none"> Wearing our hat Staying in bounds Using small ball games only during hard surface play Waiting for a duty teacher to arrive before entering the area Letting a teacher know when our ball goes out of bounds 	<ul style="list-style-type: none"> Playing by the rules Looking both ways and walking when crossing the road
	We are Responsible by	<ul style="list-style-type: none"> Being punctual Having our bus opal card ready Keeping all belongings zipped up in our bag 	<ul style="list-style-type: none"> Packing the equipment away safely Finishing our food before going into the play area 	<ul style="list-style-type: none"> Looking after our belongings Finishing eating before entering this area Telling the teacher on duty if there is an issue Leaving the playground when the music begins 	<ul style="list-style-type: none"> Looking after our belongings Going to the canteen if we are buying food Staying seated when eating 	<ul style="list-style-type: none"> Looking after our belongings Finishing our food before going into Area B Finishing our game when the music rings 	<ul style="list-style-type: none"> Bringing all appropriate equipment Representing our school with pride
	We are Respectful by	<ul style="list-style-type: none"> Greeting and using our manners to the bus driver Using our inside voice on the bus Eating and drinking before I get on the bus and take rubbish with you Following the teacher's instructions 	<ul style="list-style-type: none"> Following the teacher's instructions Waiting our turn Sharing the toys and equipment Lining up at the gate and waiting for teacher instructions 	<ul style="list-style-type: none"> Considering others space and safety Being kind to each other and speaking nicely Including others in our games Looking after the environment Playing fairly Playing the correct game in the correct area 	<ul style="list-style-type: none"> Considering others and the play space available Including others in our game Looking after the environment Placing all rubbish in the bin Playing fairly 	<ul style="list-style-type: none"> Considering others and the play space available Including others in your game Looking after the environment Playing fairly Placing all rubbish in the bin 	<ul style="list-style-type: none"> Showing respect to the referee Listening to all instructions Showing good sportsmanship and playing fairly

Appendix 4: Behaviour Consequences Flow Chart

