

Wadalba Community School Behaviour Support and Management Plan

Overview

Wadalba Community School is committed to explicitly teaching and modelling Positive Behaviour for Learning (PBL) and to supporting all students to be engaged in their learning K-12.

Our goal is to inspire every child to participate positively in society. 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.

The 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.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Wellbeing Framework
- Friendly Schools (primary)
- PAX Good Behaviour Game (primary)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Partnership with parents and carers

Wadalba Community School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and Ngarra AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- Wadalba Community School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Wadalba Community School has the following school-wide expectations and rules:

Wadalba Community School Primary Student Expectations



	ALL SETTINGS	CORRIDORS	BUS LINES	TOILETS	SHADE SPACE	OVAL	PLAY EQUIPMENT	BALL COURT	SAND PIT	COLA	HANDBALL COURTS	ASSEMBLY	CANTEEN	OFFICE
RESPECT	Use kind words	Walk quietly	Wait in correct area	Respect others' privacy	Sit before bell	Use kind words	Play safe and fair	Use kind words	Use kind words	Consider others	Use kind words	Lips closed	Use manners	Use manners
	Consider others	Stay to the left	Active listening	Keep clean and tidy	Talking voices	Play safe and fair	Wait your turn	Play safe and fair	Play safe and fair	Keep clean and tidy	Include others	Listen attentively	Talking voices	Talking voices
	Follow instructions	Consider others	Follow instructions	Food free zone	Use equipment safely	Follow instructions	Use kind words	Follow instructions	Follow instructions	Follow instructions	Follow instructions	Eyes on the speaker	Follow instructions	Follow instructions
RESPONSIBILITY	Right place, right time	Right place, right time	Keep area tidy	Wash hands	Passive games only	Wear hat	Wear hat	Wear hat	Wear hat	Sit while eating	Wear hat	On time	Line up sensibly	Ring bell once
	Be safe and fair	Walk safely	Be on time	Use appropriately	Play safe and fair	Eat under COLA	Hands and feet to self	Take turns	Use equipment safely	Rubbish in bins	Play safe and fair	Enter and exit quietly	Be patient	Be patient
	Own your actions	Stay to the left	Wait patiently	Flush, wash, go	Pack away	Hands and feet to self	Follow instructions	Pack away	Pack away	Play safe and fair	Take turns	Hands in lap	Have money ready	Wait in line
EXCELLENCE	Be prepared	Quiet feet	Stay seated	Keep clean and tidy	Consider others	Include others	Use equipment correctly	Share space with others	Keep clean and tidy	Share space with others	Share resources	Show pride	Walk safely	Speak clearly
	Try your best	Speak softly	Speak softly	Be hygienic	Include others	Stop and move on bell	Help others	Stop and move on bell	Keep socks in shoes	Stop and move on bell	Stop and move on bell	Applaud politely	Make healthy choices	Be polite and courteous
	Active participation	Move purposefully	Look and listen	Move off quickly	Follow instructions	Own your actions	Take turns	Return resources	Stop and move on bell	Return resources	Have fun	Encourage peers	Say please and thank you	Consider others

RESPECT

RESPONSIBILITY

EXCELLENCE

Wadalba Community School

Secondary Student Expectations



	ALL SETTINGS	CORRIDORS	BUS LINES	TOILETS	QUAD	OVAL	CANTEEN	ASSEMBLY	STAIRS	COLA	OFFICE	IN PUBLIC
RESPECT	Be polite	Walk quietly	Wait in correct area	Respect others privacy	Use appropriate language	Use appropriate language	Use manners	Lips closed	Walk on the left	Follow instructions	Use manners	Speak politely
	Consider others	Stay to the left	Active listening	Keep it clean	Hands off play	Hands off play	Follow instructions	Listen attentively	Walk safely	Play safe	Wait your turn	Follow community rules
	Active listening	Consider others	Follow directions	Food free zone	Include others	Include others	Respectful communication	Eyes on the presenter	Consider others	Consider others	Respectful communication	Respect public property
RESPONSIBILITY	Right place, right time	Right place, right time	Keep area tidy	Smoke free zone	Keep it clean	Keep it clean	Be patient	On time	Keep moving	Keep it clean	Use diary	Be on your best behaviour
	Be safe and fair	Walk safely	Be on time	Wash and dry hands	Passive games only	Play safe and fair	Line up sensibly	Enter and exit quietly	Stay to left	Return equipment	Follow instructions	Represent the school positively
	Own your actions	Stay to the left	Wait quietly	Go during breaks	Right place, right time	Right place, right time	Have money ready	Sit correctly	Keep steps clear	Passive games only	Be patient	Rubbish in the bin
EXCELLENCE	Be prepared	Walk safely	Be safe	Clean facilities	Clean area	Clean area	Fast queues	Encourage peers	Walk safely	Clean area	Talking voice	Wear correct uniform
	Try your best	Speak softly	Calm environment	Flush, wash, go	Include others	Include others	Healthy choices	Applaud politely	Calm environment	Help others	Be prepared	Be a good citizen
	Active participation	Move purposefully	Board appropriately	Be hygienic	Active participation	Active participation	Respectful communication	Show pride	Keep left	Active participation	Be polite and courteous	Model core values

RESPECT

RESPONSIBILITY

EXCELLENCE

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 \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students)

Whole school approach across the care continuum K-12

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- explicitly teaching classroom and school wide expectations at the start of every term
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising 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 learners.

Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. The *Care Continuum* is a whole-school system that can assist schools to adopt a prevention focused approach and helps to address the full spectrum of student needs including:

- **Universal Prevention:** Wadalba Community School aims to establish and maintain safe, respectful learning environments through implementing preventive, whole-school practices, programs and strategies for promoting positive behaviours for all students.
- **Early Intervention:** We have developed a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern.
- **Targeted Intervention:** Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours.
- **Intensive and Individual Intervention:** A small number of students with complex and challenging needs may require comprehensive systems of support.

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes detention reflections and restorative conversations.	Staff, students K-12, families
Prevention	PAX Good Behaviour Game	Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	Primary
Prevention	Friendly Schools	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year and whole-school assemblies.	Staff, Wellbeing team, students K-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students K-10
Prevention	Life Ready	A mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	Students 11-12
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students K-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students K-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students K-12
Prevention	Transition Preschool - Kindergarten	Strong relationships and information sharing between families, early childhood settings and school help support children's successful transition to school.	Incoming Kindergarten families and students
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 7 - 12

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	Learning and Support team	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-12, families
Targeted intervention	Check & Connect	For students who exhibit low level behaviours of concern in stage 4.	Individual students Yr 7 and Yr 8
Targeted intervention	Leadership programs	These include Student Leadership Team, Junior AECG and peer support mentors.	Students 7-12
Individual intervention	Care Continuum	This may include assessments, planning, implementation, monitoring and evaluation of comprehensive individual student support and risk management plans.	Students K-6, parent/carer, DP, LST, AP
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, Attendance team K-12
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, AP/HT Wellbeing
Individual intervention	Explicit behaviour support	Individual intervention support for students who have been suspended.	HT Wellbeing

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

Identifying behaviour 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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Wadalba Community 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 their year advisor or 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, where there is a clear and close connection between the school and students' conduct. Please refer to our [Digital Device policy](#). YONDR pouches are to be used, and consequence are issued if caught breaching the digital device policy during school hours.

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 by teachers may include:

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

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action such as detention. Depending on the circumstances, students may be given lunchtime, recess or afternoon detention as a consequence for unacceptable behaviour.

The purpose of the detention is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. The recording of all detentions will be placed on Sentral by the end of the school day.

All detentions, reflection and timeout (teacher directed and self directed) at Wadalba Community School will follow the NSW Department of Education's [Detention and Time Out Guidelines](#). As per these guidelines, seclusion is not permitted, unless in response to an emergency or crisis situation where there is an imminent risk of harm to a student, staff or other students. Seclusion is the sole confinement of a child or young person in a setting from which they are physically unable to leave, or reasonably believe that they cannot leave, for any length of time and where there is no supervision.

Self Directed Timeout

Self-directed time-out is an agreed upon strategy between a student and Senior Executive which 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. Students must politely display their "Time Out Pass" which will

include the length of time required and the location in which the student will attend. Students with time out passes will have an identification flag on Sentral.

Self directed timeout is not absconding, truanting or fight/flight responses. Students cannot use their “Time Out Pass” to avoid tasks or as a behaviour avoidance strategy. If used outside the agreed upon guidelines, the “Time Out Pass” may be revoked.

Parent contact, reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident notification and response procedure](#); [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](#).

In the event of a behavioural incident or continual disobedience in a particular class or a number of different classes, or in the playground, parents may be informed through a phone call or letter. This will give details of the incident and the consequence the student received. This is recorded as a ‘negative incident’ on Sentral. If a letter is received it should be signed and returned to the teacher who issued the letter. Please be aware that this happens to ensure that parents are kept informed of their child’s progress and any inappropriate behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention secondary – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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 (detention)	Next break Maximum 20 minutes	Teachers	Sentral
Detention primary - withdrawal from playground during breaks and restorative practice implemented with the Assistant Principal. The purpose is to address the underlying influences of behaviours through empathy, relationship-building, communication, social-emotional learning and respectfully holding one another accountable.	Next break Maximum 20 minutes	School executive	Sentral
Buddy class primary and secondary - If unacceptable behaviours continue after teacher re-direction and time out in class, the student may be moved to a buddy class for a period of reflection or calming.	After teacher re-direction and time out in class 10-15 minutes	Classroom teacher	Sentral
After School Detention secondary - An ASD is issued as an immediate consequence for students who receive a formal warning of suspension. An ASD can also be issued by a member of the executive for ongoing and persistent behaviour issues.	After school and for 60 minutes. Parents must be notified in advance.	HTs	Sentral
Restorative practice – Detention reflection sheets are used during the detention and uploaded to the incident as an attachment.	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Sentral

Wadalba Community School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

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 taught and referred to regularly through PBL Focus of the Week lessons.</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.</p>	<p>1. Contact office to seek help from AP/HT/DP straight away if there is a risk. Otherwise notify 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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. AP/HT/DP/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 moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral and by issuing PBL tokens in primary and Wadalbucks in secondary.</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 a low-level consequence is applied.</p>	<p>3. AP/HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. AP/HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.</p>
<p>4. Social-emotional learning lessons are taught (Friendly Schools) during fortnightly wellbeing lessons. Targeted wellbeing programs conducted by SSO.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents are automatically notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral.</p> <p>In primary students are recognised at assemblies and can earn PBL Bronze, Silver and Gold awards. In secondary Student awards for positive behaviour are given at fortnightly via social media and every semester through the PBL Distinction assembly.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by AP/HT/DP/P 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 Sentral. 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
- 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.

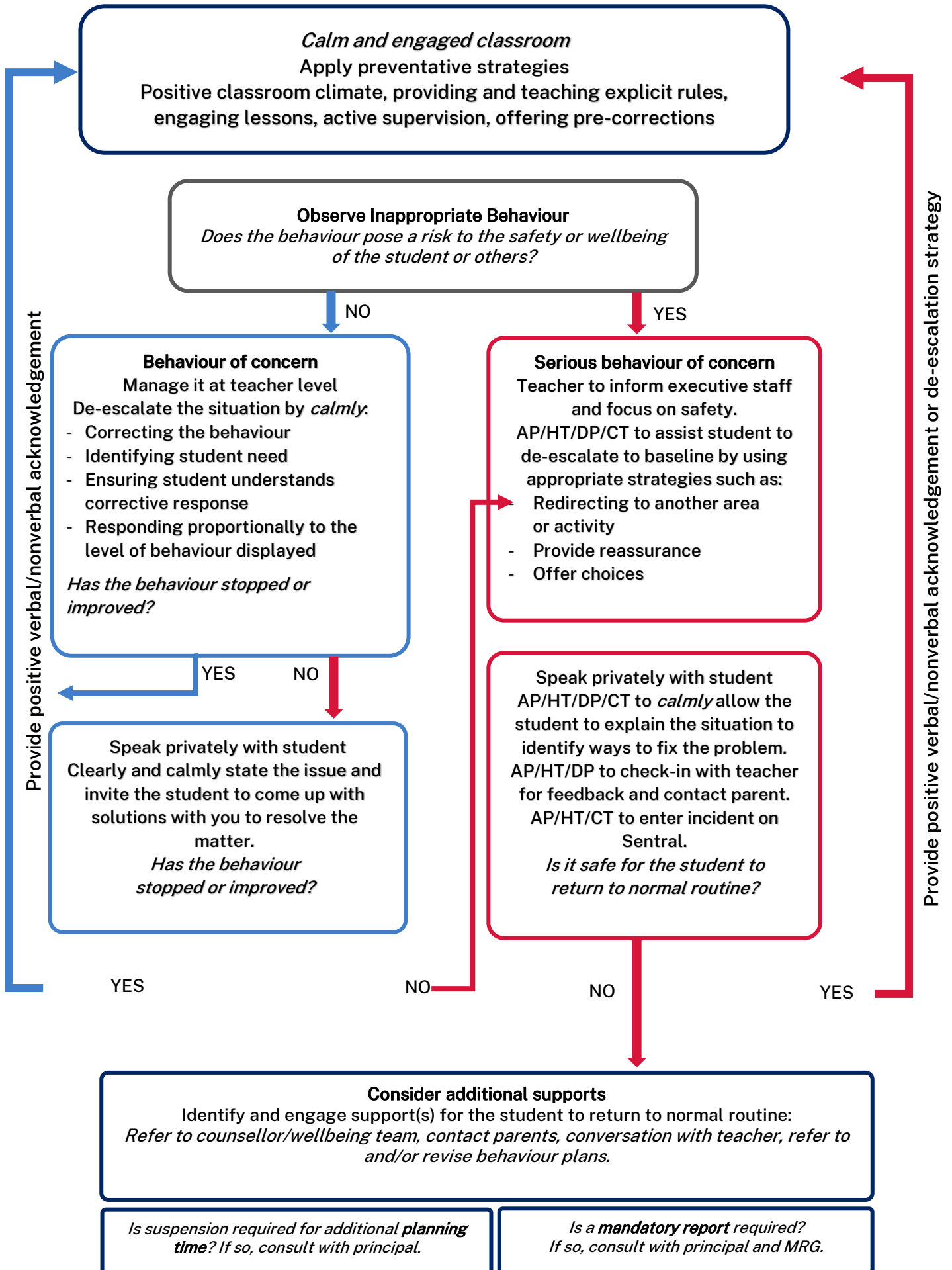
The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Review dates

Last review date: Week 7, Term 1, 2025

Next review date: Week 7, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Wadalba Community 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.

