

Windsor South Public School Behaviour Support and Management Plan

Overview

Windsor South Public School is committed to explicitly teaching and modelling positive behaviour to ensure healthy, strong relationships with their peers and to support all students to be engaged with their learning.

Our vision is: To be recognised and valued as leaders of educational excellence, delivering evidence-based learning and wellbeing practices. We nurture the holistic growth and development of our whole school community, fostering wisdom and strength for all.

Student wellbeing is paramount at Windsor South and we pride ourselves on ensuring every student is known, valued and cared for. Positive Behaviour for Learning, Trauma-Informed Practices, and a functioning Learning and Support Team drive wellbeing practices. Our unique 'Southie' culture is defined by our shared beliefs and understandings of how students learn and succeed. Our school values meaningful engagement and cohesive interactions with our students and their families. We enjoy working in a calm atmosphere that hums with an exciting, vibrant sense of purpose.

Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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. School staff will actively respond to student bullying behaviour.

Partnership with parents and carers

Windsor South Public School partners with parents/carers in establishing 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 and school surveys.
- consulting with the P & C and liaising with Da Murrytoola AECG.
- Informal access to teachers and executives (open door/gate culture)
- inviting parents /carers to Parent Information Nights, curriculum tutorials, parent/teacher interviews and communication emails via School Bytes.

Windsor South Public School communicates these expectations to parents/carers through the school handbook, emails, meetings, assemblies, and the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

School-wide expectations and rules

Be Respectful	Be Responsible	Be Safe
Listen carefully and follow instructions	Take responsibility for my own actions and accept the consequences	Keep my hands and feet to myself
Speak politely to others		Behave in a safe manner

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 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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (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.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	1,2,3 Magic	Classroom management: <ul style="list-style-type: none"> • Strong student/teacher relationships • Explicit teaching and modelling of specific skills • Class-based systems of expectations and positive reinforcement • Consistent high expectations, routines, modelling and responses to behaviour • High quality differentiated and explicit teaching 	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	Police Youth Liaison Officer	PYLO presents a session to the students on cyberbullying, safe and healthy online practices, and the laws.	Students 3 - 6
Prevention	Mind Up	Integrating mindfulness, movement breaks, and social and emotional learning into teaching and learning programs.	All
Prevention	Restorative Approach	Focuses on building, maintaining and restoring positive relationships. <ul style="list-style-type: none"> • Check-in (with SLSOs and Exec) • School counsellor 	All
Prevention	Structured Play	During all break times, students participate in structured play, which promotes inclusivity, cooperation, and skill development, ensuring all students engage in meaningful and positive interactions. By providing guided activities, we can create a safer and more supportive environment that fosters social-emotional growth and reduces conflicts.	All
Prevention / Early Intervention / Targeted / Individual	Aboriginal Education Officer	Provides assistance to Aboriginal students helping them to learn and thrive in school by building relationships and providing cultural support. They also work to improve learning outcomes for Aboriginal students.	Students and families K-6
Prevention / Early Intervention / Targeted / Individual	School Learning Support Officers (SLSO)	School Learning Support Officers work in schools to enhance the wellbeing and learning outcomes of students. SLSOs support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-	All

Care Continuum	Strategy or Program	Details	Audience
		based programs and strategies that build resilience, coping skills and positive relationships	
Targeted intervention	<u>Chaplaincy Program</u>	An initiative to support the wellbeing of students and the broader school community through the provision of pastoral care and/or wellbeing support services.	Students & families K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students, and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance Support</u>	Monitoring attendance patterns and communicating with families regarding high absences to promote positive attendance of 90%- 100% and address barriers to improved attendance and set growth goals. Betty Bus supports students with habitual absences by picking them up for school each morning for a given period of time to reset their positive attendance.	All

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

Positive Behaviours

At Windsor South Public School, we take great pride in rewarding students who demonstrate consistently positive attitudes to learning and behaviour. Each classroom teacher has their own reward and recognition incentives that are unique to the age and interests of the class e.g. Dojo points, sticker charts, table points, reward boxes, class jar filling. Southern Stars is the school-wide reward system that reinforces positive behaviour and encourages students to try their hardest at all aspects of their schooling.

Respectful, Responsible and Safety Star Tokens are rewarded to students who demonstrate the key values and expectations at school. Students accumulate these tokens (class teachers keep a tally) and are awarded a Blue Star Award at assembly when they reach 10 points or tokens.

Every time a student achieves 5 Blue Star Awards, they receive a principal's medal, and an email will be sent home prior to invite parents to attend this special assembly:

- 5 Blue Star Awards achieves a Bronze Star Medal
- Another 5 Blue Star Awards achieves a Silver Star Medal
- Another 5 Blue Star Awards achieves a Gold Star Medal
- Another 10 Blue Star Awards achieves a Platinum Star Trophy at the end of year Presentation Day assembly and have their name engraved in the honour board.

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.

Windsor South 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, depending on 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 – the behaviour of concern is managed by the school executive.

Corrective responses for behaviours of concern are recorded in School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • planning room reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • Sit out of the play • planning room reflection and restorative practices • communication with parent/carer.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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
- Planning Room 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.

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](#).

Planning Room 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?
Teacher-directed time-out	5-10 minutes	Teacher	Buddy Book, if more than 2 'time-outs' in the same session.
Planning room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Scheduled for either break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to a specific structured play activity, office or classroom for supervised play following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for either break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 6th February 2025

Next review date: 6th February 2026