

# School Behaviour Support and Management Plan

## Overview

Waterfall Public School (WPS) is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are listed below.

### The Waterfall Way

WPS places student wellbeing as the highest priority. The Waterfall Way informs our wellbeing programs with our school wide expectations:

- Be Safe
- Be Respectful
- Be an active learner

These values are promoted through explicit teaching, [attendance tokens and learning tokens which contribute to merit certificates and Principal certificates.](#)

### Social and Emotional Wellbeing Programs

Various evidence-based programs are incorporated to assist with our students' social and emotional wellbeing, such as Positive Behaviour for Learning (PBL), Got It!, HPGE Intervention, Support Intervention, Peer Support and Mentor Teachers.

### Positive Behaviour for Learning

Positive Behaviour for Learning is a whole school evidence-based framework that promotes positive behaviour across the school and helps schools develop safe and supportive learning environments. It brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework assists our school to improve the social, emotional, behavioural, and academic outcomes for students. At WPS, [all students are explicitly taught the expected behaviours](#), and clear and consistent boundaries are established. Staff take a proactive approach to ensure all students receive the appropriate level of support to help them be successful at school. Our school-wide actions are clear, positively stated, and easy for the whole school to understand. Our core values of the school are [Compassion, Collaboration, Equity and Excellence](#).

### Promoting positive student behaviour

Research suggests classroom management is most effective when teachers use preventative and responsive strategies to encourage appropriate (on task, motivated to learn, and prosocial) behaviours and reduce instances of inappropriate (disengagement from learning and disruptive) behaviours.

Effective prevention strategies include creating and maintaining a positive classroom climate, using structured instruction to engage and motivate students in learning, explicitly teaching students rules and routines, using pre-corrections to remind students of appropriate behaviours, and actively monitoring the classroom. Effective responsive strategies require correcting inappropriate behaviours in a way that addresses the student's needs, is understood by the student, is consistent, expected, calm, and proportionate to the level of inappropriate behaviour displayed.

Classroom management strategies are supported by a whole school PBL approach. The [matrices](#) that explicitly teach the positive behaviours to the students are displayed to develop a consistent language across the whole school between staff, students, and the school community.

## Reward System

Our whole school reward system focuses on our school values and expectations. Students are responsible for keeping and trading in their awards with their class teacher to achieve the next level of achievement.

Attendance Tokens are used to encourage daily attendance. Each morning, upon their arrival, students are responsible for writing their name on the token and placing it in the lucky draw box. A lucky chance draw is conducted each Friday to reward attendance. Students who are drawn out of the lucky chance draw, receive a prize from the prize box. These do not count towards the whole-school merit system.

### Whole School Merit System

- Dojos are small tokens awarded to students in class and on the playground for positive behaviour. Students can trade in their dojos for prizes or merit cards. 10 dojos can be traded in for a prize. 40 dojos can be traded in for a merit award.
- Achievement Cards are handed out to students for outstanding effort and work. Once a student has five achievement cards, they can hand them to their class teacher to receive a merit award.
- Merit Cards are handed out to students, in recognition of receiving 5 tokens. Once a student receives 5 merit awards (equal to 25 tokens), they can hand them to their class teacher to receive a Bronze Award. This is recorded in School Bytes.
- Once a student receives 10 merit awards (equal to 50 tokens), they can hand them to their class teacher to receive a Silver Award. This is recorded in School Bytes.
- Once a student receives 15 merit awards (equal to 75 tokens), they can hand them to their class teacher to receive a Gold Award. This is recorded in School Bytes.
- Once a student receives 20 merit awards (equal to 100 tokens), they can hand them to their class teacher to receive a Principal Award. This is recorded in School Bytes.

## 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](#) is translated into [multiple languages](#). At the start of each year and each term, students are explicitly taught the Behaviour code for students to ensure they understand what is expected and to support restorative conversations if required. [Student reflection sheets](#) are used by staff, during a teacher-student conference, to help students understand and adjust

inappropriate behaviour. These are scanned and recorded in School Bytes, and attached to the student’s file.

**Whole School Approach Across the Care Continuum**

We work in partnership with parents and our community to support students across the Care Continuum.

Care Continuum	Strategy or Program	or Details	Audience
Prevention	Zones of Regulation	<p>The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. Students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self. The Zones of Regulation curriculum incorporates numerous visual prompts to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.</p>	Whole School
Prevention	Mentor Staff	Students use the staff members on site to support them to navigate life at school and regulate their emotions. Staff members, other than the class teacher, regularly check in with the student and provide advice, support and	Whole School

Care Continuum	Strategy Program	or Details	Audience
		assistance, to help students fulfil their potential. Students may seek out their Mentor Staff Member during times of need. Positive student/teacher relationships can protect students from becoming disengaged and deescalate disruptive behaviour.	
Prevention	HPGE - Peer Support	At the start of Term 2, parents and teachers complete the <a href="#">ACARA Personal and Social Capability learning continuum</a> . From this, a select number of students (usually 4), are chosen to participate in a HPGE Social and Emotional development program where they learn skills, such as resilience, self-awareness and team work. These students then teach the K-6 students, during Peer Support, about the skills to build capacity for social and emotional development across K-6.	Principal HPGE Students Class Teacher Community Members
Prevention	Interest Clubs	Mentor Staff implement an essential social and emotional program for students to build social skills and emotional health, encouraging a transfer of skills from the classroom to the playground. The groups focus on resilience, mindfulness, self-awareness and create opportunities for students to build friendships and support networks. These groups are conducted during recess and lunch and are Sports Club, Lego Club and Gardening Club.	Whole School
Prevention	Kindness Curriculum	The Kindness Curriculum, aligned to the Personal and Social Capabilities elements, is implemented through daily Kindness Challenges. The Kindness Curriculum teaches the overarching concept of kindness through carefully designed activities that allow students to work together to build the attributes of empathy, gratitude, perspective, honesty, self-compassion, self-acceptance, humility, collaboration, mindfulness, mediation, trust, affiliation and humour.	Whole School
Prevention	Deadly Yarn	A cultural workshop program, in partnership with the Royal National Park Environmental Education Centre, at our school which has a strong cultural focus and is designed to develop connections with students, families and communities. Culturally responsive programs create caring and respectful relationships across the school.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	Staff Aboriginal and Torres Strait Islanders students and families and community members
Prevention	Buddies	As part of our Kindergarten Orientation program, children are assigned a senior student to be their Buddy. The senior students will meet and get to know their Buddy when they commence Kindergarten and are a good support for Kindergarten students throughout their first year at school. Senior students model school values, rules and expectations, helping Kindergarten students feel a sense of belonging.	Stage 2 and 3/Kindergarten students
Prevention	Engaging parent involvement	We offer a variety of platforms for engaging parents in their child’s education and wellbeing, including: Collaborative Conversations (held twice yearly), P&C meetings, community events, parent volunteering opportunities and positive phone calls to parents (conducted each Friday). We also use data from parent surveys and Tell Them From Me to make changes based on parent suggestions.	Whole School
Prevention	Student voice	Our students in Years 4-6 complete the Tell Them From Me survey twice a year. This survey provides staff with vital information in regards to students’ social-emotional wellbeing, such as, if they feel a positive sense of belonging, have positive peer / teacher relationships, and whether they perceive that they get in trouble for disruptive or inappropriate behaviour at school. Other areas reported on are percentages of students who are subject to bullying, if they know who to turn to if they are experiencing bullying, advocacy at school and if students understand that there are clear rules and expectations for classroom behaviour. Parents and staff are also invited to participate in the Tell Them From Me survey once a year. All data is used by the executive to make change and support students in the areas flagged. Students K-6 also participate in Student Surveys at the end of each term.	Whole School

Care Continuum	Strategy Program	or Details	Audience
Prevention	Trauma Informed Practice	Teachers are trained in Trauma Informed Practice to improve learning outcomes and wellbeing. Childhood trauma, causes and their impact is understood so that staff can assist impacted students.	Staff
Prevention	Expectations / Values Explicit Teaching	Explicit teaching of the school values and specific skills including behaviour expectations and social skills are taught by classroom teachers and staff in the playground and other settings, such as canteen/library. This sets the students up for success in demonstrating school expectations and values.	Whole School
Prevention	Extra Curricular	Our school offers many and varied extra curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Examples are: Lego Club, Gardening Club, Sports Club, choir, public speaking, Science Fair, High School Transitions	Whole School
Early Intervention	Got It	Got It! (Getting on Track In Time!) is a specialised early intervention program for students K-2 who display emerging mental health and/or conduct problems. The program is delivered weekly by the Got It! team, comprised of clinicians from NSW Health, and a staff member. The Got It! program works closely with students and their family over a 10-week intervention block, with a long-term follow-up component.	K-2 students Families Staff
Early Intervention	School Psychologist	Our school psychologist provides a counselling service to individuals or groups of students on a fortnightly basis. Students are referred to the school psychologist through the Learning and Support Team, or directly through parents. The school psychologist is available on Thursdays.	Whole School
Early Intervention	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support 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 students.	Whole School
Targeted Intervention	PBL Tier 2	PBL Tier 2 intervention includes mentoring and reteaching positive behaviours to a small group of students and/or students with additional	PBL team, specific

Care Continuum	Strategy Program	or Details	Audience
		needs, who have difficulty choosing appropriate behaviour. This aims to reduce the occurrences of inappropriate behaviour before it becomes chronic, encourages positive behaviour and teaches social-emotional skills.	student(s), staff
<b>Targeted Intervention</b>	Restorative Groups	Students attend a Restorative Group session following conflict that has arisen in the classroom or on the playground. The Restorative Group session implements strategies to restore positive relationships and solve interpersonal issues. Restorative practices include problem-solving conversations and separating the behaviour from the person.	Staff, specific student(s)
<b>Targeted Intervention</b>	Student/Teacher conference	Students attend a student/teacher conference following conflict that has arisen in the classroom or playground. The conference discusses and implements strategies to restore positive relationships and solve interpersonal issues. Restorative practices include problem-solving conversations and separating the behaviour from the person.	Staff, specific student(s)
<b>Targeted Intervention</b>	Learning and Support	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include, instructional leadership, development of risk assessments and behaviour support plans, and the development of short- and long-term goals.	Student(s), families, staff
<b>Targeted Intervention</b>	Police Youth Liaison Officer	Discussion sessions about specific areas of need- Social Media/ Cyber Safety	Staff, student(s)
<b>Individual Intervention</b>	Support from Delivery Support Team members	For example, Out of Home Care teacher, Assistant Principal Learning and Support, Behaviour Specialists, and external agencies such as paediatricians or psychologists. The Delivery Support Team works in conjunction with the Learning and Support Team to: <ul style="list-style-type: none"> <li>- develop appropriate behaviour expectations and strategies with other staff members</li> <li>- monitor the impact of support for individual students through continuous data collection - provide consistent strategies and adjustments</li> </ul>	Individual students, staff, delivery support team, learning support team

Care Continuum	Strategy Program	or Details	Audience
		outlined within an individual student support plan	
<b>Individual Intervention</b>	Functional Behaviour Assessment	Staff will conduct a functional behaviour assessment and identify the function of behaviour as required to implement appropriate interventions.	Individual students, staff, school psychologist
<b>Individual Intervention</b>	Risk Management	As part of a PLaSP, the Learning and Support Teacher works directly with the parents, principal and classroom teacher, to devise a risk management plan in order to increase student safety and maximise student engagement in learning.	Staff Parents Learning & Support Team
<b>Individual Intervention</b>	Health Care Plans	As part of a Health Care Plan, the SAM/SAO works in tandem with the Learning and Support Teacher to support the parents, principal and classroom teacher. Together they create a suitable Health Care Plan which ensures student safety and maximises the student's engagement in learning.	Administration, LaST, Principal, Teacher, Parents, allied health professionals
<b>Individual Intervention</b>	Reflection Space	This problem-solving, restorative justice approach is used to assist students in identifying alternative acceptable behaviours. This will include students collaboratively developing goals with teachers to assist them in maintaining relationships while resolving conflict. It provides an opportunity for students to receive more support to learn and practice expected behaviours.	Individual students, executive staff, teachers
<b>Individual Intervention</b>	School Psychologist	Based on LST and parent referrals, the School Counsellor will consult with individual students with high needs and create a specific advice and programs to ensure these students are given the best chance of success in their schooling	School Counsellor, LST, specific students
<b>Individual Intervention</b>	Lunchtime clubs	Students are selected to participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including bootcamp and fitness groups, small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers. Individual students may be selected after referral to the Learning Support Team, and in consultation with families, in order to	SLSO's, individual students, executive staff, LaST, Learning Support Team



Care Continuum	Strategy Program	or Details	Audience
		specifically target the positive development of social skills and emotional regulation.	
<b>Individual Intervention</b>	Learning and Support	Students with specific needs and funding will have ILPs/PLPs created that focus on their individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan.	LST, individual students, SLSO's classroom teachers, Executive, parents/carers
<b>Individual Intervention</b>	Restorative sessions	After repeated interventions, students requiring intensive support will spend time in the Reflection Space. Here they will reflect on their behaviour and discuss with a member of the executive how they could make adjustments to how they interact with others and how they respond to incidents. Students will leave with a plan on how to best handle future incidents	Executive, specific students

Response to serious behaviours of concern

- 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](#).

## Restoration and Reflection Spaces

The Reflection Space is used for students to have time off the playground to discuss and correct behaviours that are making time in the playground difficult or unsafe for self and/or others. The student(s) will spend time with a staff member and complete a reflection sheet. A restorative practice discussion will then occur.

### Procedure:

If the behaviour occurs in the classroom: Students will receive a verbal warning about the behaviour and monitored to see if the behaviour is adjusted. If the behaviour is rectified, the student continues with his/her learning as normal. If the behaviour continues, the teacher will give a final warning, signalling that if the behaviour does not adjust, the student will receive 5 minutes time out at recess/lunch after eating time, and have a restorative conversation with a staff member. This will be recorded in School Bytes. If the matter is serious, a staff member will notify the parent. If the incident is minor, but a pattern against another child or particular behaviour is identified, a staff member will notify the parent.

## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Space	Recess/lunch for 5 minutes. 1 minute extra for every time the student argues with a staff member.	Staff	School Bytes

## School Anti-Bullying Plan

Refer to the school’s anti-bullying plan on our [website](#). Also refer to the ‘[Bullying of Students – Prevention and Response Policy](#)’.

### Review dates

Current review: Term 1, 2025

Next review: Term 1 2026

Principal Name: Yvette Hopper

DEL Name: Jennifer French

Endorsed by Waterfall Public School P&C

# WPS BEHAVIOUR MANAGEMENT FLOWCHART

