

**Wallsend South Public School – School Behaviour Support and Management Plan**

**Overview**

Wallsend South PS 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; Wallsend South PS core values embedded in all aspects of our school culture, Growing Strong Minds positive mindset program for students and community, proactive intervention strategies – purple and yellow cards used to support self-reflection and management of behaviour.

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

Wallsend South PS has the following school-wide rules and expectations:

* Respect: I have respect for myself and others, my education and school property.
* Kindness: I am kind to everyone, whether they are my friend or not.
* Responsibility: I am responsible for my choices, my actions and my learning.
* Resilience: I am resilient. I show perseverance, persistence and courage, even when things get tough. I can bounce back and accept reasonable rules, decisions and changes.
* Acceptance: I accept others and show tolerance and understanding to others, I am comfortable with people who are different to me.
* Fairness: I am fair, I include everyone in games and activities and treat everyone fairly to make sure they have a fair go.
* Care: I show I care by showing compassion, love, trust and empathy to all.
* Integrity: I show integrity by being honest, trustworthy and demonstrating honour in everyday life.

Wallsend South PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

* School Values integration – allocated whole school focus in assembly and newsletters.
* Student wellbeing program – Growing Strong Minds.
* Innovative curriculum, quality teaching and differentiation to support purposeful learning experiences for ALL students.
* Student monitoring / Data collection.
* Learning support team and programs – supporting students and families with diverse and/or complex needs.
* Transition to school programs: Kinder orientation; Year 2 New Lambton Heights orientation and Year 6 High School orientation.
* Attendance monitoring.
* Recognising positive student behaviour - merit procedures.
* Student self-assessment.
* Student leadership opportunities.
* Anti-Bullying program and strategies.
* Community consultation and participation.
* Consistency of implementation – teacher induction, teacher professional learning and regular review/update of procedures.

**Behaviour code for students**

The behaviour code for students can be found at [Student Behaviour Code](https://schoolsequella.det.nsw.edu.au/file/ea084894-ada7-4b39-890c-21c4ab1e9aaf/1/behaviour-code-students-english.pdf). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**Whole School Approach**

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| **Care Continuum** | **Strategy or Program** | **Details** | **Audience** |
| Prevention | Growing Strong Minds program | Positive mindset toolkit. | Students, teachers and parents. |
| Prevention | Professional learning | eLearning modules.Classroom management fundamentals – SDD T4Understanding behaviour for non-teaching staff – SDD T4. | Exec/teachersSLSOs |
| Prevention | Professional learning | Connecting to Country – Aboriginal community cultural awareness teaching program. | Exec/teachers |
| Prevention/Intervention | PALs  | Lunchtime activities to support social and emotional skills development.  | Open to all students but this can be used to support specific students. |
| Early Intervention | School values program | Whole school focus schedule. Assemblies and newsletter weekly updates. School rules developed around values. | Students, teachers and parents. |
| Targeted Intervention | Learning Support Team and School Counsellor | Aligning specific support and resources. | Students |
| Targeted Intervention | Classroom and playground management | Expectations and goals – purple goal card and yellow card.  | Students with patterns of behaviour emerging/apparent. |
| Individual Intervention | Learning Support Team / Delivery Support TeamIndividual Student Support Plan - ISSP | Monitor the impact of support; liaise and provide strategies and adjustments. | Students with highly complex and challenging behaviours (ISSP) |

**Detention, reflection and restorative practices**

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| **Action** | **When and how long?** | **Who coordinates?** | **How are these recorded?** |
| Teacher managed time out | First or second half lunch withdrawal from playground. | Teacher | Sentral behaviour incident. |
| Purple card | One week goal focus – no withdrawal. Frequent check in to support goal achievement. | Teacher – inform AP | Sentral behaviour incident. |
| Yellow card | Depends on stage – see documentation. | AP supervising | Yellow card sent home for parent signature.Sentral behaviour incident. |

**Partnership with parents/carers**

Wallsend South PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by;

* Implementing the Growing Strong Minds program,
* Embedding and focusing on the school values, and
* Seeking feedback from parents regularly and communicating the school’s behaviour support plan.

Wallsend South PS will communicate these expectations to parents/carers by **16 October 2022**.

**School Anti-bullying Plan**

[Anti-bullying Plan 2023](../Documents/2023/Anti-bullying%20Plan%202023.docx)

References:

[WSPS Student Wellbeing Procedures](https://wallsends-p.schools.nsw.gov.au/content/dam/doe/sws/schools/w/wallsends-p/kelly-docs/WSPS_Student_Well-being_Procedures_2021.pdf)

[Applying the care continuum](https://education.nsw.gov.au/content/dam/main-education/inside-the-department/inclusive-engaging-respectful/policies-and-procedures/behaviour/associated_docs/Applying_the_care_continuum_UPDATED_v3.pdf)

 [Inclusive, Engaging and Respectful Schools hub](https://education.nsw.gov.au/inside-the-department/directory-a-z/inclusive-engaging-and-respectful-schools)

**Review Date**

Last review date: Term 3, 23 September 2022

Next review date: Term 3, 23 September 2023