



WHEELER HEIGHTS PUBLIC SCHOOL

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

Student Behaviour Policy



April 2024 / Review April 2025

At Wheeler Heights Public School we share a sense of purpose and commitment to meet the social, emotional, physical and intellectual needs of all our students. Strong student welfare is of fundamental importance. We have established a clear set of expectations that operate to guide students, staff and parents as we aim to create a safe and nurturing learning environment where all students can achieve their potential, make decisions and show respect for the rights and values of others.

1. Promoting and reinforcing positive student behaviour and school wide expectations

1.1 SCHOOL WIDE EXPECTATIONS - Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an integral part of the teaching and learning program at Wheeler Heights Public School. It explicitly teaches students the desired behaviours for success in the playground and classroom settings.

Students are expected to follow our PBL values and expectations - The Wheeler Way - displayed in classrooms and throughout the school.

PBL Tier 1 School Wide and Classroom Systems of Support are employed to bring the whole school community together to develop a positive, safe and supportive learning



SHOW RESPECT

- Be polite
- Show care and consideration for people, property and the environment
- Wear school uniform
- Acknowledge difference



BE RESPONSIBLE

- Be safe
- Be co-operative
- Be at the right place at the right time
- Take ownership of your actions
- Be prepared and punctual



DO YOUR PERSONAL BEST

- Give your best effort
- Be resilient and bounce back
- Accept opportunities and challenges
- Be a positive role model



culture.

1.2 PROMOTING AND REINFORCING POSITIVE BEHAVIOUR

At Wheeler Heights we promote positive behaviour through explicit teaching of behavioural expectations, positive teacher student relationships, recognising student achievement and supporting student behaviour.

In all classrooms, teachers and students consistently review the PBL School Wide and Classroom expectations teaching matrices following a school wide implementation schedule that outlines expected behaviours in each of the school and classroom settings.

Using interactive, photographic slideshow lessons for each of the areas, teachers will direct discussion in one particular area each week to promote expectations.

At Wheeler Heights Public School we

SHOW RESPECT

Showing respect means that you act in a way that shows care for how your actions may impact others.

We can show respect for people, places and things.



- Be polite
- Show care and consideration for people, property and the environment
- Wear school uniform
- Acknowledge difference



At Wheeler Heights Public School we are

BE RESPONSIBLE

Being responsible means you make good choices, do the things that you are supposed to do and accept the results of your actions.



- Be safe
- Be co-operative
- Be at the right place at the right time
- Take ownership of your actions
- Be prepared and punctual



At Wheeler Heights Public School we

DO OUR PERSONAL BEST

Doing your personal best means being the best possible version of you and doing your best in whatever you try.



- Give your best effort
- Be resilient and bounce back
- Accept opportunities and challenges
- Be a positive role model



The Wheeler Way

Positive Behaviour for Learning @ WHPS

At Wheeler Heights we share a sense of purpose and commitment to meet the social, emotional, physical and intellectual needs of all our students with a strong focus on student wellbeing. We have an established set of clear expectations, The Wheeler Way, that operate to guide students, staff and parents as we aim to create a safe and nurturing learning environment where all students can achieve their potential.



Signage is to be displayed in all classrooms and locations throughout the school.

Fortnightly entries in the school newsletter promote our school wide expectations to the school community and encourage parents to engage in conversations with their children around positive behaviour.

1.3 REWARD SYSTEMS

Student achievements and appropriate choices for their behaviour can be recognised through consistent verbal praise for following our school expectations and encouragement to acknowledge one's own individual strengths and achievements while also acknowledging that of others.

REWARD SYSTEMS	
<ul style="list-style-type: none"> ● Super Hoots (fast and frequent) 	<p>Super Hoots are tokens issued to students in the classroom and on the playground who willingly exhibit expected behaviours. To reinforce positive behaviours, teachers are asked to explain the link between their behaviour and school expectations. Students write their name on the back of the token and place it in the Super Hoot box in their classroom for the draw at assembly.</p>
<ul style="list-style-type: none"> ● Informal Class Systems 	<p>Individual teacher reward structures - stickers, reward charts, table points, tokens, student of the day/week etc.</p>
<ul style="list-style-type: none"> ● Assembly Awards - Weekly Stage Assembly Awards - Week 5 & 9 K-2 and 3-6 Assembly Awards 	<p>Awards are given by teachers specific to student achievement. Teachers are to keep a record in class programs. Assemblies include a Super Hoot draw (see above).</p>
<ul style="list-style-type: none"> ● K-6 Termly Values Assembly Awards 	<p>In Week 7 of each term a whole school Values Assembly is held. At these assemblies each class hands out three awards for Respect, Responsibility and Personal Best. Parents are invited and there is a special morning tea for award recipients.</p>
<ul style="list-style-type: none"> ● Extra Curricular Awards 	<p>Awards given for Dance, Band, Drama, Debating, Chess, Sustainability, PSSA (MVP).</p>
<ul style="list-style-type: none"> ● K-6 awards at Annual Presentation Day 	<p>Class awards given for Academic Excellence, Commitment to Personal Best and Citizenship. Other Awards given for excellence in Science, Library, Student Agency, Band, Dance, Visual & Creative Arts, Environmental Education, Spelling, Young Communicator, UNSW Maths, Academic/Sports, Citizenship and Dux.</p>

2. Behaviour Code for Students

2.1 Behaviour Code for Students

There are 3 key components of the Behaviour Code for Students - Respect, Safety and Engagement. These closely align to our school wide expectations. Each component consists of actions to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

3. Whole school approach

3.1 THE CARE CONTINUUM

Whole school prevention approaches aim to establish and maintain safe, respectful learning environments for all students.

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.





Students with highly complex and challenging behaviours may need individual systems of support that require regular reviews in consultation with parents and other relevant specialist staff.



3.2 WHOLE SCHOOL BEHAVIOUR INTERVENTION SYSTEM



How Are You Going?

	You are following The Wheeler Way.
	You need a reminder to get back on track.
	You need to think and refocus to make better choices.
	You have lost your way. You need time to reflect, reset and restore.

At WHPS we have a whole school behaviour intervention system with 4 levels of behaviour aligned with The Care Continuum and our PBL expectations.

When the students are in the **green zone** they are displaying expected behaviours. Teachers give students positive feedback, praise and rewards to encourage positive behaviour.

When students are in the **yellow zone** they may need a reminder or redirection to turn behaviour into a positive. This is where students display developmentally appropriate behaviours. Teachers need to teach and model positive behaviours to demonstrate to students what is expected.

When students reach the **orange zone** they will need a more targeted intervention.

When students reach the **red zone** a more individual approach to intervention is needed such as referral to Reflection Room (Triple R), Learning and Support Team, Off Class Assistant Principal, Principal or loss of privileges.

This is linked to our WHPS Levels of Behaviour and Interventions framework that outlines each of the levels (green, yellow, orange and red) with descriptors for behaviour and examples of strategies or interventions to put in place for each behaviour.

The framework also included levels of suspension (light purple) and expulsion (dark purple).

WHPS Levels of Behaviour and Interventions

The Care Continuum:	Types of Behaviour:	Descriptors for examples of this type of behaviour:	Example of strategies and potential interventions:	
Prevention	Positive Inclusive and Respectful	Students are expected to follow The Wheeler Way: <ul style="list-style-type: none"> - Show Respect - Be Responsible - Do you Personal Best 	<ul style="list-style-type: none"> - Positive classroom climates, with high quality student teacher relationships and explicit teaching of social and emotional skills - Structured instruction to engage and motivate students in learning - Providing and explicitly teaching effective rules and routines - Offering pre-corrections to remind students of expectations - Using active supervision to help students stay on task - Super Hoots (fast and frequent) - Positive feedback and praise - Class reward systems - Whole school rewards (assembly awards, value awards) 	
Early Intervention	Low level Developmentally appropriate Made a mistake	<ul style="list-style-type: none"> - Persistent classroom disruption - Refusal to follow a request / complete tasks - Lateness after breaks - Inappropriate/careless use of equipment - Put down / teasing / name calling - Inappropriate language (low level swearing) - Disruptive during Assembly - Being in the wrong place without a valid reason - Carelessly pushing and/or touching others - Excluding others - Littering - Playing in the toilets 	CLASSROOM <ul style="list-style-type: none"> - correcting inappropriate behaviours - understanding student needs to re-engage - Redirection of behaviour into a positive - Modelling correct behaviour highlighting other's choices - Redirect with a distractive task before inappropriate behaviour takes place 	PLAYGROUND <ul style="list-style-type: none"> - correcting inappropriate behaviours - Establish a common understanding of activity with all children (rules for games) - Redirect to a different group of friends or game - Redirect with a short task to interrupt escalating behaviour - No hat, no play – directed to sit in supervised area (remind that they can leave to go to the toilet)
Targeted Intervention	Challenging High in frequency	<ul style="list-style-type: none"> - Deliberate attempt to cheat - Disrespectful/rude behaviour towards staff (visitors, casuals, scripture teachers) - Inappropriate language - Use of personal phone during school hours - Spitting 	CLASSROOM <ul style="list-style-type: none"> - <u>Teacher directed OR self directed time out to support self regulation</u> <ul style="list-style-type: none"> - can sit out on the playground at recess or lunch after counselling - recess or lunch time community service - give back to school - help a teacher / rubbish pick up - immediate removal from play to sit - Counselling/mediation with class teacher (break in lesson or recess/lunch - join for duty)) - Communication with parents (phone call, communication book) 	PLAYGROUND <ul style="list-style-type: none"> - On the spot mediation - Walking with teacher on duty for counselling mediation - Time out from activity to prevent escalation - Removal from playground
Individual Intervention	Deliberate Harmful Unsafe	<ul style="list-style-type: none"> - Disobedience after prior intervention (repeated green/yellow and orange) - Inappropriate language directed at others - Aggression or physical violence (intention to hurt) - Stealing - Vandalism - Bullying - Using racial, homophobic, sexist language - Inappropriate use of ICT - Spitting at others 	<ul style="list-style-type: none"> - Triple R – Reflection Room (includes phone call to parents) - Referral to Stage Assistant Principal, Learning and Support Team, Off Class Assistant Principal or Principal - Withdrawal of privilege - Extended time in different area of school 	
Suspension				
Expulsion				

3.3 SUSPENSION

Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate support in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. In some situations, after considering the relevant factors in this section, a principal may decide that a suspension is the most appropriate response. Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school.

3.4 EXPULSION

Every child and young person has the right to receive an education of the highest quality. However, there may be some serious circumstances where risk management strategies and interventions, including suspensions, have not been successful in managing significant behaviours of concern and a principal may consider expelling a student from their school. The process to expel a student is initiated by the principal and the decision to expel must be made by both the principal and the Director, Educational Leadership. The principal and their Director, Educational Leadership must co-sign a decision to expel a student. Procedures in this section apply, irrespective of any action by another agency, including NSW Police.

3.5 REPORTING SERIOUS INCIDENTS OR UNSAFE BEHAVIOURS

All staff have a responsibility to recognise and respond to safety, welfare or wellbeing concerns for students and inform their principal. In the event of an emergency, contact Triple Zero (000) before reporting an incident. Where a serious or reasonably suspected incident involving violence, weapons, illegal drugs, threats and intimidation and other criminal activity occurs, the principal or workplace managers, must:

- meet legal obligations in responding to concerns about the safety, welfare and wellbeing of children and young people
- comply with the Incident Notification and Response policy
- call the **Incident Report and Support Hotline on 1800 811 523**
- use the Mandatory Reporter Guide to help decide if a child is suspected or at risk of significant harm, and report this to the **Child Protection Helpline on 132 111** if required - only contact the Child Protection Helpline for matters that require a statutory response - principals may contact the department's Child Wellbeing Unit on (02) 9269 9400
- Liaise with NSW Police where appropriate
- consult with their Director, Educational Leadership for guidance, support and direction where the behaviour relates to problematic or harmful sexualised behaviours.

4. Detention, reflection and restorative practices

4.1 TEACHER DIRECTED TIME OUT (orange and red zone intervention)

Teacher-directed time-out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. Teacher-directed time-out should only be used after other de-escalation strategies and teaching practices have been tried. It occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced. Teacher-directed time-out should be paired with restorative conversations as part of behaviour support planning to include goals, explicit instruction of replacement behaviours, measures to check progress and personalised feedback to the student as they develop replacement behaviours.

When directing a student to teacher-directed time-out, make sure:

- to use a space within the classroom or nearby where the student can be supported
- the student is monitored by the teacher
- it is for the shortest possible time.

Teacher-directed time-out should never:

- be used to punish a student
- occur in a closet or closed space without a window
- occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave.

4.2 SELF DIRECTED TIME OUT (orange and red zone intervention)

Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. This is sometimes called time away, chill out time or cool down time. 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. Self-directed time-out enables students to leave a stressful situation for time alone and is

often used to prevent an escalation of behaviour. It is designed to provide opportunities to regulate emotions and behaviour. Students must be monitored by a teacher while they are having self-directed time-out.

4.3 DETENTION AND REFLECTION (orange and red zone intervention)

Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these 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.

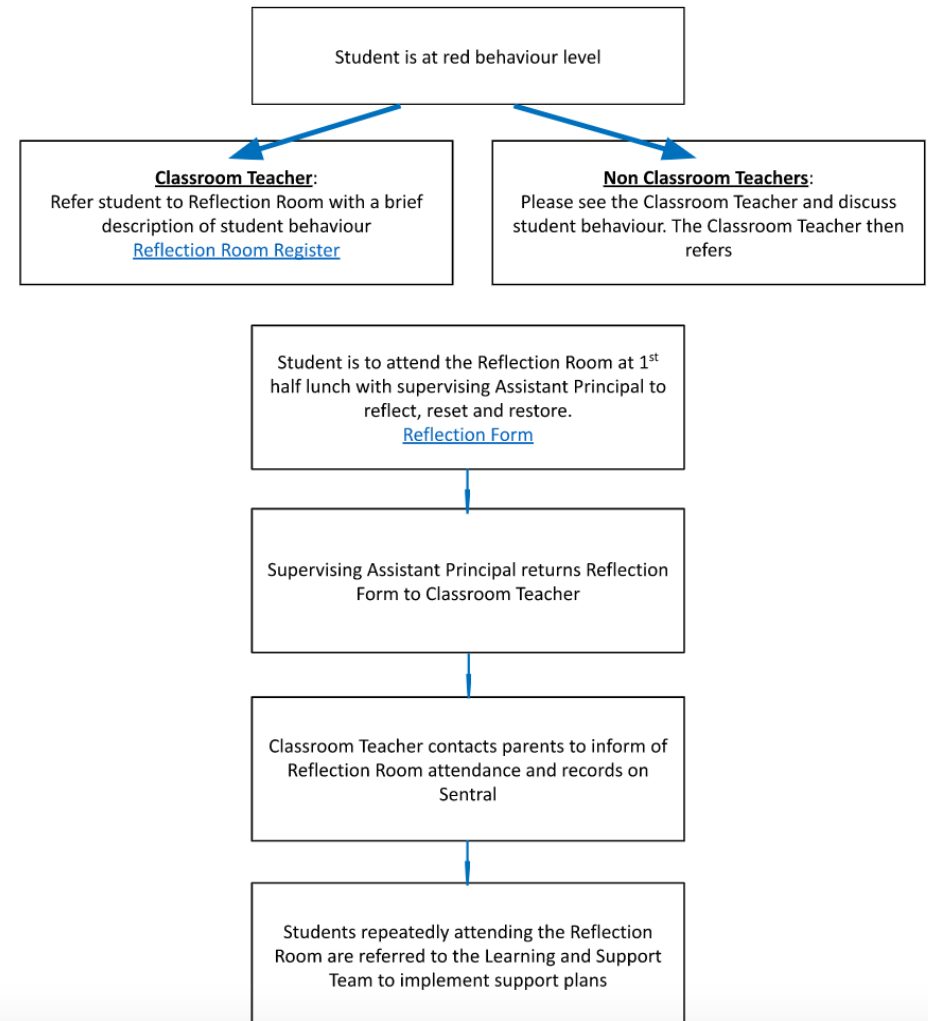
At Wheeler we have a Reflection Room open at lunch times supervised by an Assistant Principal.

RESOURCES: **Detention, reflection and restorative practices**

- *Detention and Time-out Guidelines*
[Detention and Time-out Guidelines](#)

WHPS Reflection Room Procedures - Reflect, Reset & Restore (Triple R)

Referral to the Reflection Room is for students who have entered the red level of the WHPS Levels of Behaviour and require individual intervention to reflect, reset and restore.



5. Partnerships with parents/carers

At Wheeler Heights we have high levels of parental and community involvement. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. Our school provides information to parents to help promote a positive school culture in line with our whole school expectations and increase parent's understanding of our behaviour management systems. We communicate with parents through:

- meet the Teacher evenings to establish clear expectations early in the year
- fortnightly entries in the school newsletter - titled The Wheeler Way - outlining expectations being taught at school and encouraging parents to discuss with their children at home
- P&C presentations around our behaviour policy and PBL whole school expectations
- Kindy Orientation mornings outlining whole school expectations to families potentially enrolling

RESOURCES: **Partnerships with parents/carers**

- School Community Charter

[School Community Charter](#)

6. School anti-bullying plan

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. All staff are committed to ensuring all students feel safe and happy in our school environment.

7. Reviewing the school behaviour support and management plan

Reviewing regularly ensures policies are fit for purpose and use current school data to inform practice and direction. This review should include community and student engagement and representation. This can generally be achieved through existing school consultation and feedback mechanisms. The annual review process will include:

- undertaking a review of school data - academic and attendance data - current school behaviour procedures, systems and practices - referrals to the executive, the school learning and support team, and Delivery Support teams - current department policies and procedures
- revising and developing positive behaviour systems and processes to maintain a climate of respect, including behavioural expectations, a behaviour management flowchart and interventions across the care continuum
- determining professional learning needs for the coming year
- reviewing, and if necessary, updating the responsibilities of staff, students, and parents and carers.