

Overview

Core Values: Be Safe, Be Responsible Be Respectful

Warilla North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning programs. We prioritise social and emotional learning and positive mental health, through positive relationships and prevention of bullying. Key Programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- Play based Learning - trauma informed practices
- Outdoor physical activity breaks
- Science of Learning
- Cultural connections

Partnership with parents and carers

Warilla North Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with local AECG, teacher/ parent meetings
- using concerns raised through complaints procedures to review school systems, data and practices

Warilla North Public School will communicate these expectations to parents/carers through the school weekly updates on social media, school Facebook page and 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

Whole school expectations and rules at Warilla North Public School were created to address the need for consistent expectations across all areas of the school. These rules align with the five domains of the Wellbeing Framework – cognitive, emotional, social, physical, and spiritual development – and reflect the core values of Be Respectful, Be Responsible, Be Safe.

A collaborative and inclusive approach was taken to ensure the rules addressed the identified needs effectively. The school engaged the community through workshops, surveys, and student cafés, providing opportunities for teachers, parents, and students to share their insights and contribute to the process.

This engagement strengthened partnerships within the school community and ensured the rules were tailored to support student growth and wellbeing. By fostering collaboration, Warilla North Public School reaffirmed its commitment to creating a positive and supportive environment for all learners.

Respectful	Responsible	Safe
Be polite	Actively participate	Wear School Uniform
Care for others	Be on time	Right place, right time
Follow Directions	Bin it	Keep hands and feet to self
Use appropriate language	Wait your turn	Move safely

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/policies/pd-2006-0316-01>

See appendix 2 for Warilla Norths Bullying Response Flowchart

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 that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K-6

Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus. Term 3 every year.	Students K-6
Prevention	Strong Relationships	Small class sizes, stage based SLSO, IEPs, and PLPs for students of need, differentiated groups for learning	Staff, students K-6
Prevention	Explicit teaching and modelling of behaviour	PBL lessons created by staff and then taught explicitly to each stage, with roles for all; students, teachers and SLSO	Staff, students K-6
Prevention	Whole school systems of expectations and positive reinforcement	Star cards for positive behaviours, rewards day (Whole school), consistent approach and language used by all staff	Staff, students K-6
Early Intervention	Professional learning	Targeted PBL lessons are developed as specific needs arise. During fortnightly staff meetings, School Bytes data is analysed to identify behaviour trends, allowing staff to collaboratively design appropriate interventions. See Appendix 4 for an example of a PBL lesson.	Staff
Early Intervention	Preventative strategies	Preventative strategies are used to promote pro-social behaviours, de-escalate anxiety, minimize potential aggression, and effectively respond to minor problem behaviours. See Appendix 3	Staff, students K-6
Early Intervention	Parent contact	Classroom teacher regular contact with parents when student behaviour is of concern	All staff
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents	All students, individual students, families, staff
Targeted Intervention	Whole school behaviour script	A whole-school corrective strategy script is employed to support students demonstrating defensive behaviours, defiance, or oppositional tendencies, as well as those attempting to escalate a situation. See Appendix 1 for details.	Staff, students K-6

Targeted Intervention	Time out system	Buddy classes, ten minute time out, re-entry to classroom supported by classroom teacher	Individual students
Targeted Intervention	Attendance support	<p>The Principal will convene a planning meeting with students, families, and teachers to identify barriers to improved attendance and collaboratively set growth goals.</p> <p>The Learning and Support Teacher (LAST) will review individual student data, follow policy and procedure, and refer cases to the Home School Liaison Officer (HSLO) as needed.</p> <p>The HSLO will be supported in providing higher-level interventions to address persistent attendance issues.</p>	Individual students, principal, LaST, HSLO
Targeted / individual intervention	School learning and support	<p>The Learning and Support Teacher (LaST) provides personalized learning and support for students in need. Weekly LaST meetings are held to review progress and plan interventions. Additionally, five-weekly case management meetings allow teachers to raise concerns about students, ensuring all student issues are addressed promptly and effectively.</p> <p>Referral to TaaS and APLA where needed.</p>	Principal, individual students K-6, families. LaST, Teachers
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family. This can include individual behaviour support and risk management plans. Referral to Delivery Support Coordination for behaviour support if required.	Individual students, staff
Individual intervention	Yellow slip process	<p>Slip sent to office when behaviour has escalated beyond the classroom management strategies or student has absconded from the classroom.</p> <p>Executive/well-being support in managing the situation</p> <p>Support provided, allowing student to self-regulate</p> <p>Re-entry to classroom, supported by staff</p>	Staff, students K - 6, executive and wellbeing team

Individual intervention	Monitoring cards	Following significant behaviours of concern including students returning from suspension students are placed on a 5 day monitoring card. During this time students have hourly check-ins by classroom teacher and check-ins during play times with identified staff member They also have 2 min consequence each day during recess, while they are being monitored. Each cross for the day is an extra 2min.	Staff, students K - 6, executive and wellbeing
Individual intervention	Behaviour support plans Risk assessment plans Individual education plans	Created with classroom teacher, LaST, parents and student with regular and scheduled reviews.	LaST team, classroom teacher, parent/carer, Individual student
Individual Intervention	Integration Funding Support (IFS)	Identified students with a confirmed disability may be able to access IFS to provide the school with individual funding for additional support within the classroom and/or playground dependent on student need.	LaST team, classroom teacher, parent/carer, student, principal

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

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)

Warilla North 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-managed or executive-managed. Staff use their professional judgment to determine the appropriate level of response, considering whether the behaviour poses a risk to the safety or wellbeing of the student or others. The table below outlines the tiered response and prevention strategies for addressing behaviours of concern.

- **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 are recorded in school bytes, executive check these daily.

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 • detention, reflection and restorative practices • communication with parent/carer 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • re-teach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer

At Warilla North Public School, staff model, explicitly teach, recognize, and reinforce positive student behaviour and behavioural expectations. The Anxiety Project and Positive Behaviour for Learning (PBL) are evidence-based strategies employed daily by teachers to promote self-regulation, resilience, and support respectful relationships.

When learning new skills, students benefit from immediate and frequent reinforcement. As they develop mastery, they respond to intermittent and long-term reinforcement, which helps maintain their social and behavioural efforts.

The use of both verbal and non-verbal specific positive feedback is a powerful tool to:

- Help adults and learners focus on positive social behaviour

- Increase the likelihood that students will demonstrate expected behaviours and skills in the future
- Decrease unexpected behaviour and reduce the need for corrective responses
- Enhance self-esteem and foster an internal focus of control

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>Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>Contact office with yellow slip to seek help from executive/well-being straight away if there is a risk. Otherwise enter incident into school bytes and notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour (See Appendix 3.)</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback (See Appendix 3.)</p>	<p>Executive/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>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded in School Bytes.</p>	<p>Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions (See Appendix 1), student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes system and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>Social emotional learning lessons are taught weekly. (Anxiety project and PBL)</p>	<p>Teacher records in School Bytes system by the end of the school day. Monitor and inform family. For some incidents, referral is made to the school's anti-racism contact officer</p>	<p>Referral to the school's Learning and Support Team. Consider current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a</p>

	(ARCO) or anti-bullying co-ordinator.	behaviour support/response plan.
Teacher / parent contact		
Teacher contact through the parent portal or phone calls home to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given through our fast and frequent star card system, whole school reward days and school assemblies 1 per term.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LaST, school counsellor, outside agencies or Team Around a School

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing system ‘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
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers made by classroom teacher and/or executive staff (phone, email, online communication portal, meeting, daily communication book)
- 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](#)
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Detention, 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	Buddy class - ten minutes	SLSO walks to buddy classroom Re-entry with classroom teacher	Blue card filled out and taken to buddy room Documented on Behaviour Wellbeing system 'School Bytes'
Recess consequences - discussion (what went wrong after consequence time)	Between 2 – 10 minutes	Designated classroom with executive	Documented on Behaviour Wellbeing system 'School Bytes'
Recording of consequences	All incidents within 24 hours	Classroom teacher – executive supports and if required investigates further for resolution	Documented on Behaviour Wellbeing system 'School Bytes'
SLSO support in the playground – students are supported in the playground by an SLSO following behaviours of concern. The purpose is to ensure safety of students and to help with regulation.	In line with review date in BSP/IEP	Executive	Documented on Behaviour Wellbeing system 'School Bytes'

Review dates

on 31.01.2025

- engage with the school community by publishing the SBSMP on the school website and making it available to all students, parents and carers, and school staff - Friday 31st January 2025
- embed the identified practices and strategies in day-to-day school operations. – ongoing throughout 2025 with reflection points.

Last review date: Tuesday 3rd December 2024

Next review date: Wednesday 5th December 2025

Appendix 1: Behaviour management flowchart - Corrective Strategies



Warilla North Public School

Corrective Strategies

Corrective Strategies | use to support students when they are demonstrating defensive behaviours, being defiant or oppositional, or are trying to escalate a situation.

The first 3: The 'broken record' technique

Move closer to the student and first gain their attention. Only after you have done this do you issue the instruction. A simple way to gain their attention is to say their name and then wait.

1. Use a calm, matter of fact tone to give a simple instruction that clearly outlines the behaviour you expect. Use hand gestures. Keep it low key and manage your own emotions. Say for example **"Sit on your chair, thanks."** Walk away and expect compliance. Wait a short time allowing length of 'take up time' as appropriate for the student. Be business-like and portray indifference
2. Repeat the instruction in a calm, matter of fact tone, **"Remember, sit on your chair. Thank you."** Walk away and expect compliance. Wait a short time allowing length of 'take up' or processing time as appropriate for the student. Do not console the student or modify the instruction.
3. Repeat the instruction in a calm, matter of fact tone. **"Sit on your chair."** Then walk away and expect compliance.

The second 3: If the student is not following instructions try these 3 statements

1. Use a calm, matter of fact tone to give the instruction. Keep it low key and manage your own emotions **"Your instruction was to sit on the chair. You will need to do this. This instruction is not going to change."** Focus your attention elsewhere and expect compliance. Be business-like and portray indifference. Wait a short time allowing 'take up time' appropriate for the student.
2. Return to student **"I'm confused. I have given you an instruction... are you refusing to follow it?"** pause... **"If you are refusing there will be a consequence. I know you can make a really good choice, and the smart choice now is to follow my instruction. I'll give you a minute to think about it."** Walk away and expect compliance.
3. Return to student. **"You have been given an instruction and it appears you have chosen not to follow it. If it is not followed within (...name timeframe...), there will be a consequence."** Wait for the time to expire and if the instruction is still not followed say, **"The consequence is ..."** If unsure of the consequence say, **"I will get back to about what will happen, once I have discussed with"** Walk away focus your attention elsewhere. If needed give yourself time to 'cool down' before discussing the consequence. Check in with a colleague if you wish, then ensure that you follow up with the student and apply the considered, meaningful and logical consequence. Part of the consequence will be that the original instruction still needs to be followed.

Teacher managed consequences may include: student conference with teacher, 2 minutes at break, referred to wellbeing teacher, "make it right process" e.g. apology

REBUILD RAPPORT

Appendix 2: Bullying Response Flowchart

Bullying Response Flowchart

The following flowchart explains the actions Warilla North Public 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.



Appendix 3: Behaviour management flowchart - Corrective Strategies



Warilla North Public School Preventative Strategies

Preventative Strategies | use to promote pro-social behaviours, de-escalate anxiety, minimise potential aggression and respond to minor problem behaviour.

Teach and re-teach the behaviour you're looking for

Role play, discuss, scaffold supported and independent opportunities to practise the behaviour both in whole class and individual situations. Take "teachable moments". Pause the whole class activity and re-teach the skill without necessarily drawing attention to the off task behaviour.

Prompt and positively redirect, use known currency / rewards as motivators

Give a reminder that explicitly states the required behaviour. Redirect student to the first task, then remind them of their goal or reward. *"Remember we walk quietly into the classroom well done, that's respectful, First read this story, then you can draw."* Use symbols or non-verbal cues, for example, point to the required task on a visual timetable, smile, thumbs up, point to a chair, tap watch, use specific visuals such as a photo of student doing the task.

Give Vicarious Praise

Ignore the off-task behaviour, instead highlight the behaviour, you're looking for that is being demonstrated by other students nearby. *"Thank you, John and Mary, for working so quietly. You're respecting the others at his table. I'm giving Harry a table point because he is walking quietly around the room."*

Use proximity control

Move yourself over to the area around the student without directly engaging with them. Use a supportive side-on stance that maintains personal space, lowering your body to their height if appropriate.

Give two positive choices

Offer two choices that might appeal to the student. *"Harry, you could work on your project or play this maths game. Mary you can line up at the back door or the front door."*

Offer sensory focus

Allow access to calming strategies through mindful or body-aware activities such as drinking water, stretching, slow breathing, outdoor walking break, retreating to quiet area in classroom, feeling feet on the ground, eating something crunchy, using a fiddle tool. Also look at environment and switch off noisy or flickering, bright lights and listen to soft music.

Encourage Connection

Use connecting language when communicating with child. Say statements to the child like, *"We like having you here. You belong here. This is your school. You fit here."* Make positive phone call to student's family.




Listen and validate

Name it to tame it – validate what the child is feeling. *"It seems like you're feeling pretty angry, sad, worried."* etc.

Appendix 4: Example PBL lesson

Bagroom

Goal: Efficiently enter and exit the bag room while packing or unpacking school bags.

 Students	 Teachers	 SLSOs
<ul style="list-style-type: none"> • Walk into and out of the bag room. • Quiet voices in the bag room. • Hang bags on hooks. • Zip up bags. • Put all belongings into your bag, not on the floor. • Keep your area neat and tidy. • Be quick. • Wait patiently to get to your bag. • Keep your hands and feet to yourself. • When you arrive put your bag on your hook and go straight out to the playground. • Get permission and a card from an adult to go to the bag room. • Only touch your own belongings. 	<ul style="list-style-type: none"> • Actively monitor the bag room. • Give positive feedback to students following the expectations. • After each break ensure that students leave the bag room tidy. • Lock external doors at lunch and recess. • Provide students with a card if they have permission to go to the bag room. (excluding lunch and recess, as students are not to return to bag rooms at these times) • Always send students in pairs. • Ensure all students have left the bag room when leaving the classroom. • Encourage speed and efficiency. • Teacher to manage trolley. 	<ul style="list-style-type: none"> • Actively monitor the bag room when required. • Give positive feedback to students following the expectations. • Provide students with a card if they have permission to go to the bag room. (excluding lunch and recess, as students are not to return to bag rooms at these times) • Always send students in pairs. • Encourage speed and efficiency.