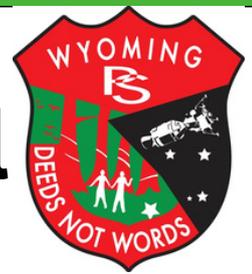


Wyoming Public School



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School Behaviour Support and Management Plan

Overview

Wyoming Public School is a dynamic community that strives to provide educational excellence and nurtures resilient, empowered, creative and inspired learners.

We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We value and strive to develop safe, respectful learners in a caring learning community.

Wyoming Public School utilises the principles of trauma-informed practice, inclusive practice and social and emotional learning to maintain an environment of mutual respect and high expectation.

In order to achieve this, key programs prioritised and valued by the school community are:

- [Second Step social and emotional learning program](#)
- [Peer Support Australia](#)
- [TAR3 psychological first aid](#)
- [Life Skills Go](#)
- [Wellbeing and Health In-reach Nurse \(WHIN\) Coordinator program](#)

Partnership with parents and carers

Wyoming Public School will partner with parent/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 school surveys, consulting with the P&C and local AECG.



School-wide expectations and rules

Wyoming Public School has the following school-wide expectations and rules:

To be well-mannered, proud, safe and respectful (see appendix 1)

Well-mannered	Proud	Safe	Responsible
Use good manners – say please, thank you, excuse me	Keep our school clean and tidy	Bullying-NO WAY!	Always tell the truth
Be friendly	Wear the uniform with pride	Stay in bounds	Be prepared
Take turns	Put your rubbish in the bin	Move safely	Accept consequences
Put your hand up and wait	Tidy your area before leaving	Be sun safe – wear a hat	Care for belongings
Listen	Always do your best work	Hands and feet to yourself	Respect the property of others

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](#).





The NSW Department of Education defines bullying as **“behaviour that involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.”** Cyberbullying is defined as **“any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.”**

In November 2024, the Federal government passed legislation to ban children under 16 from all major social media platforms such as X (formerly Twitter), Instagram, TikTok, Snapchat and Facebook (the full list is yet to be confirmed). Once the law comes into effect, it will be illegal for any primary student to have access to these platforms. It is the responsibility of parents and carers to ensure that their children comply with this law.

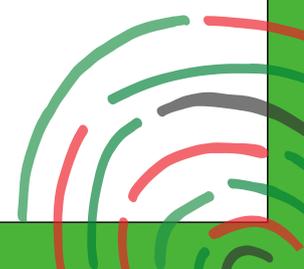
There are also some behaviours, which although they might be unpleasant or distressing, are not bullying. These include:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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.

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 (beginning of every year)
 - establishing predictable routines and procedures which are understood by everyone
 - encouraging expected behaviour with positive feedback and reinforcement (see appendix 2)
 - discouraging inappropriate behaviour
 - providing active supervision of students
 - maximising opportunities for active engagement with learning
 - differentiating learning content and tasks to meet the needs of all learners.
- 

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>Second Step social and emotional learning program</u>	The Second Step program helps students build human skills such as nurturing positive relationships, managing emotions, and meeting goals so that they can thrive in school and in life.	All
Prevention	<u>Peer Support Australia</u>	Senior students are trained as Peer Leaders and lead small groups of younger students in weekly structured sessions. The program explores four key concepts: resilience, sense of self, connectedness and sense of possibility.	All
Prevention	<u>Child Protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	<u>Attendance Matters</u>	Families and school staff work together to encourage regular school attendance.	All
Prevention	<u>eSafety Education</u>	Online child-centred program teaching safe online behaviours	Students K-6
Early intervention	<u>Life Skills Go</u>	Provides students agency to express how they are feeling and the context behind the way they feel.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Boys and girls group	Students are selected to join a small group to meet informally with staff. This encourages positive relationships between students, and between staff and students.	Individual students 3-6
Targeted / Individual intervention	<u>Learning and Support Team (LST)</u>	The LST works with teachers, students, families and other professionals to support students who require personalised learning and support.	All
Targeted / Individual intervention	<u>Attendance support</u>	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and staff (including specialist network staff) to address barriers to improved attendance.	Individual students K-6, attendance coordinator, Home School Liaison Officer
Targeted / Individual intervention	<u>Wellbeing and Health In-reach Nurse (WHIN) Coordinator program</u>	The LST refer student and families to the WHIN Coordinator program. The WHIN will work closely with the local health and social services to support students and their families in a wide range of health and wellbeing issues including mental health, social and behavioural support, physical health, and peer or family relationships.	Individual students K-6, parent/carer, LST, executive staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support plans, behaviour response plans, and risk management plans.	Individual students, parent/carer, LST, executive staff
Individual intervention	<u>TAR3 psychological first aid</u>	The LST work closely with individual students and their families to provide appropriate psychological support.	Individual students, parent/carer, LST, executive staff

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

Identifying behaviour of concern, including bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour a 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.

Wyoming Public School staff will identify inappropriate behaviours and behaviours of concern, including 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 (see appendix 3)

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. However, it remains the responsibility of parents and carers to help their children safely navigate the online world by taking some basic steps to reduce the risks whilst in their care (as per the esafetyCommissioner website for parents):

- be engaged, open and supportive,
- set some rules, and
- use safety features and settings.

Students who have been bullied will be offered appropriate support, for example through the school counselling service or the WHIN.

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

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. They should consider 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 – behaviour of concern is managed by school executive.

Corrective responses are recorded on Sentral. These may include:

Classroom setting	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • redirect • offer a choice • error correction • prompts • reteach • seat change • stay in at break to discuss / complete work (students must have the opportunity to use the toilet and eat and drink) 	<ul style="list-style-type: none"> • rule reminder • redirect • offer a choice • error correction • prompts • reteach • play or playground re-direction • walk with the teacher • sort and talk referral (see appendix 6) • conference, restorative practices

Classroom setting	Non-classroom setting
<ul style="list-style-type: none"> • buddy class referral (see appendix 4) • conference • detention referral (see appendix 5) • communication with parent/carer 	<ul style="list-style-type: none"> • detention referral • communication with parent / carer

Wyoming Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Second Step social and emotional learning program consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same way. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom to choose. When learning new skills, all students need immediate and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and children to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	Refer to school-wide expectations and/or emotional regulation visuals and prompts (Second Steps social and emotional learning program) and/or supports so that the student can self-regulate.	Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.

Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</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 (time out, buddy class), 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 • consistent • moderate and intermittent • significant and infrequent • intermittent and infrequent <p>Reinforcers are recorded on Sentral.</p>	<p>Use direct responses (e.g. rule reminder, re-teach, provide choice, scripted interventions, 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 Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.</p>	<p>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.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, WHIN coordinator program, outside agencies or Team Around a School.</p>



Responses to serious behaviours of concern

Responses for serious behaviour behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document the incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer / monitor the student through the learning and support team. Further referrals to Wellbeing and Health In-reach Nurse if appropriate
- 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 (phone, email, meeting)
- formal caution to suspend
- suspension
- 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.
- Detention, reflection and restorative practices (Appendices 3 and 4)

Review dates

Last review date: [06/02/2025: Day 1, Term 1, 2025]

Next review date: [06/02/2026: Day 1, Term 1, 2026]





Wyoming Public School

Rules are necessary whenever people have to exist, work or play in a group situation. Students feel more secure when they know the rules, understand why they are made and know the consequences for adhering to and breaking the rules.

Our school rules reflect the NSW Department of Education's Behaviour Code for Students and are taught and modeled everyday by our staff and our community. The core values of respect, safety and engagement are the basis for our school rules, which have been rephrased into an easy-to-remember acronym.

Wyoming	Well-mannered	Use good manners Value the interests ability and culture of others Be friendly Take turns Listen
Public	Proud	Keep our school clean Wear the uniform with pride Do your best work Care for self and others
School	Safe	Bullying - NO WAY! Stay in bounds Move safely Be sun safe-wear a hat Hands and feet to yourself Avoid dangerous behaviours and encourage others to do the same
Rules	Responsible	Always tell the truth Be prepared Take responsibility for behaviour and actions - accept consequences Care for belongings Respect the property of others





Class awards, Principal's Awards and Honour Certificates

At Wyoming Public School, we are always looking for ways to reward positive behaviour and effort. This is a big part of our overall School Behaviour Support and Management Plan and gives our students encouragement to strive for improvement in all areas. Below is an outline of our award system.

General positive reinforcement: This includes all the incidental things teachers do all of the time during the school day - praise, stickers, stamps, house points.

Classroom, playground and reading awards: These are the **coloured** awards that children receive for things like bringing in their homework, bringing in their reading log, being kind to others in the playground, achieving a personal or academic goal or doing something special.

Principal's Award: This is a special **white** award that students receive when they have achieved 10 classroom and/or playground coloured awards in the same year. Receiving one of these awards is very special and students who receive one will be celebrated every term with a special afternoon of fun activities. To be eligible for the afternoon activities, students will also have to have read for at least 20 nights that term and received no more than 1 detention referral.

Merit Certificate: These white certificates are generally limited to just one per class per week. This award recognises substantial achievement and/or improvement in a particular area.

Honour Certificate: This is awarded to students who have received 10 Principal's Awards, Merit Certificates, or a combination of both. These awards can take several years to achieve, so students must keep all their white awards safe! Honour Certificates will be awarded at K-6 assembly as they come up. Every term, the students who receive an Honour Certificate will be invited to a morning tea with the Principal.

Wyoming Public School Year 6 Medallion: The medallion is awarded to Year 6 students who have outstanding conduct, attitude and citizenship throughout their final year at Wyoming Public School. There is a strict criterion that needs to be met to receive the medallion:

- students must have no more than 1 detention in Year 6
- students must have been awarded at least 3 Principal's Awards in Year 6
- students must have at least 100 nights of Home Reading in Year 6 and be able to demonstrate that they have maintained their reading log by returning it at least once a week
- students must have an attendance rate of at least 90% in Year 6 and
- the above criteria must be met by Week 5 Term 4 to allow time to order and engrave the medallions.

Wyoming Public School

Bullying Response Flowchart





Buddy Class Procedures

Purpose

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately.

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as buddy class, to address inappropriate student behaviour. Such strategies enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

Sending a student to buddy class is a strategy used by teachers after they have tried several other strategies such as giving a verbal warning, redirection and classroom time out.

Referrals

Students may be referred to buddy class from their classroom for the following reasons:

- disruptive behaviour
- refusing to follow directions
- social issues with other students
- aggressive behaviour (including verbal aggression)

Attendance

The student stays in buddy class for the remainder of the current session, after which they return to their classroom and no further action is taken. If the student continues the disruptive behaviour in buddy class, they are referred to detention.

Students will automatically receive a detention referral if they are sent to buddy class twice in one day.



Detention Procedures

Purpose

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately.

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as detention, to address inappropriate student behaviour. Such strategies enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

The detention room (K-3H classroom) is always supervised by an executive teacher. Students have access to the toilet, to the canteen and to food. The room is never locked.

Referrals

Students may be referred to lunchtime detention for the following reasons:

- aggressive behaviour (including verbal aggression)
- being out of area
- refusal to go to buddy class
- two buddy class referrals in one day
- in response to a sort and talk referral
- other behaviour transgressions

Referrals are approved by an executive.

Attendance

Students are required to attend detention on the lunch time play bell. They are expected to sit quietly without causing disruption or distraction. The detention is recorded on Sentral, and an email is sent to the parent / carer with information about why the student was referred to detention.

Stage 2 and Stage 3 students are expected to spend up to 30 minutes in detention.

Stage 1 students are expected to spend up to 20 minutes in detention.

Kindergarten students are expected to spend up to 10 minutes in detention.



Sort and talk Procedures

Purpose

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately.

At times, it may be necessary to apply fair, reasonable and proportionate disciplinary strategies, such as sort and talk, to address inappropriate student behaviour. Such strategies enable the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices.

The sort and talk room (3/4H classroom) is always supervised by an executive teacher.

Students have access to the toilet, to the canteen and to food. The room is never locked.

Referrals

Students may be referred to lunchtime sort and talk from the playground for the following reasons:

- aggressive behaviour (including verbal aggression)
- social issues with other students
- being out of area
- bullying

Students may self-refer to sort and talk if they need assistance with social issues, bullying and/or friendship issues.

Attendance

Students are required to attend sort and talk on the lunch time play bell. They are expected to sit quietly without causing disruption or distraction and wait for the teacher to work to find a solution with them. The sort and talk is recorded on Sentral.

Most students will have their issue resolved during the same lunch time session. Sometimes, students may be referred to detention as a result of the resolution.