



SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN – Full Version **Wilcannia Central School**

River of Knowledge and Learning – Ngurta Ngurtaana Paakna-na.

Rationale

In our school, excellence in learning, in teaching and in building respectful relationships across the community is paramount.

Our Elders say:

Look
Listen and
Learn

Look after each other, especially the younger ones.
Listen to the right things, your heart will tell you what is right and what is wrong.
Learn what you can, knowledge is good.

Look after your environment, keep it clean.
Listen when others are speaking, they might have something important to say.
Learn to respect yourself, if others see you respect yourself, they are most likely to respect you.

Look for the good in people, we all have good in us.
Don't listen to filthy talk, it puts you down.
Learn to control your temper, it could land you in trouble.

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Contents

Statement of Purpose.....	3
Consultation and Formation Process.....	3
General Principles.....	3
Roles and Responsibilities	4
School Rules	4
Continuum of Care	5
Strategies to Promote Positive Behaviour.....	6
Consistent Strategies From All Staff	6
Universal Supports to Promote Positive Behaviours	7
Strategies to Respond to Inappropriate Behaviour	8
Minors and Majors	9
Recording Behaviour Incidents.....	9
Emergency or Serious Incident Responses	9
Basic Defusing Strategies.....	10
Physical Restraint of Students	10
Suspension.....	11
Suspension Decision Process.....	11
Suspension Notification Process.....	12
Suspension Resolution Process	13
Expulsion	13
Acknowledging Student Achievement.....	14
Evaluation and Review	14
LIST OF RELATED LEGISLATION	15
LIST OF RELATED DEPARTMENT OF EDUCATION POLICIES	15
LIST OF RELATED RESOURCES	15

Statement of Purpose

The students, parents and staff at Wilcannia Central School are committed to providing a safe, respectful and supportive learning environment for students and staff. Our staff apply evidence-based practice strategies to help students develop the skills necessary to have strong relationships, make positive decisions, and exhibit behaviours that promote the safety and learning of others and their own.

Consultation and Formation Process

This plan was developed in collaboration with our school community and based on evidence-based frameworks and models of effective behaviour management. The school has established a team of staff to oversee and manage the plan's implementation, evaluation and review. The team meet fortnightly to achieve this goal and provide reports to the school community on their progress.

This plan has been endorsed by the Principal, the AECG and the Director of Educational Leadership in 2022 and it will be reviewed every three years with the next review to occur at least by January 2026 as required by NSW Department of Education policy.

General Principles

These four principles underpin everything we do at Wilcannia Central School:

1. Be a listener

We show respect for each other by listening to others and communicating in a calm, respectful tone, volume and manner. We follow reasonable instructions given by teachers and other adults

2. Be a learner

Learning is a two-way process, there must be active participation from the students and teachers for true learning to occur. We ask for help and use mistakes as an opportunity to learn.

3. Be cooperative

We actively listen and express our opinions in a respectful way. We embrace different ideas and perspectives.

4. Be safe

We care and look out for others, we protect ourselves and others and tell an adult when we feel unsafe or someone else is unsafe.

Roles and Responsibilities

Staff, families, and students will work together to create a safe, positive, orderly and productive learning community which supports the rights of all students to learn and all teachers to teach. The following acknowledges the responsibilities of all members of the school community in developing and implementing consistent practices towards student management:



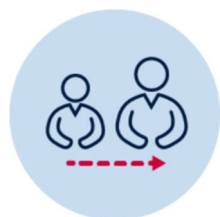
Students:

- Participate in consultation and review processes of the Student Management Framework.
- Work in partnership with educators and school leadership to develop responsible behaviours and follow the school agreements.



Staff:

- Develop, implement and regularly review, in consultation with the school community, the Student Management Framework.
- Support educators to effectively implement the School Behaviour Support and Management Plan and its processes.
- Consult families and community members about the School Behaviour Support and Management Plan and its procedures.
- Involve district support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively.
- Provide opportunities for staff training and development and ensure all educators are trained in trauma informed practice and Safety Intervention Foundation Training
- Respond to 'school response' levels of behaviour.
- Develop and foster positive relationships with students and families.
- Structure the teaching program to facilitate learning and encourage students to achieve their personal best.
- Establish, maintain and model the school values.
- Consistently teach, talk about and use the language of the school values – highlighting student behaviour that demonstrates the five values.
- Implement trauma informed practice and the 'Choice Framework' in their classes and other learning activities consistently.
- Display and refer to the WCS agreements in learning spaces and throughout the day.



Parents:

- Participate in consultation and review processes of the School Behaviour Support and Management Plan.
- Support educators and leadership to effectively implement the School Behaviour Support and Management Plan.
- Work in partnership with educators and school leadership to support students to develop responsible behaviours and follow the school agreements.

School Rules

Developed by the school community and aligned with the [behaviour code for students](#).

In every setting at all times, we:			
<ul style="list-style-type: none"> • Be a learner • be safe • be cooperative • Be a listener 			
Be a Learner	Be Safe	Be Cooperative	Be a Listener
<p>We have a go!</p> <p>We ask for help.</p> <p>We think mistakes are ok.</p>	<p>We respect the safety of others.</p> <p>We protect others and ourselves.</p> <p>We care for others.</p>	<p>We actively listen.</p> <p>We embrace different ideas and perspectives.</p> <p>We have respectful dialogue.</p>	<p>We follow instructions.</p> <p>We show respect.</p> <p>We use an appropriate level and tone of voice.</p>

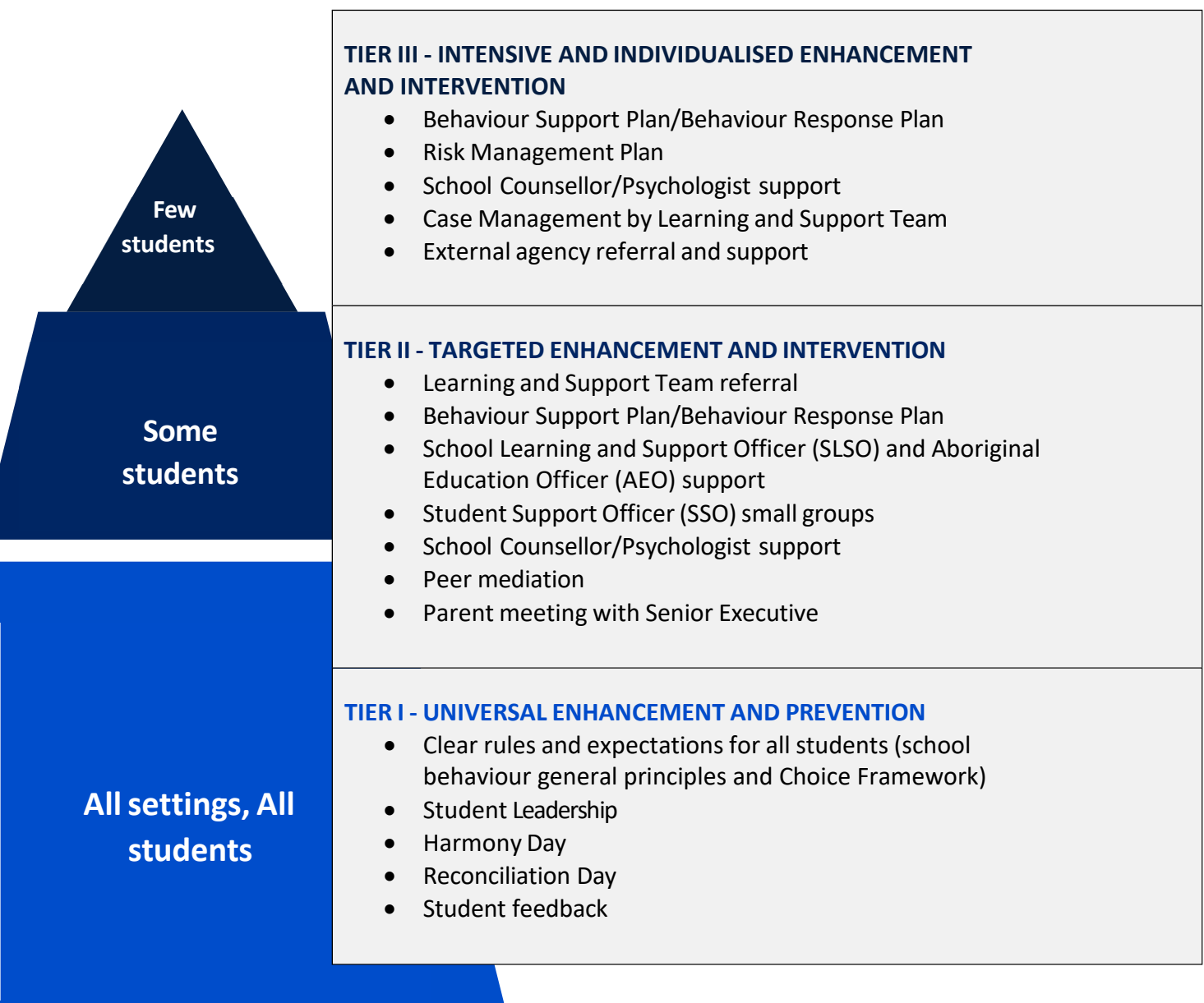
The Care Continuum

At Wilcannia Central School, we use a 3-tiered model of support to enhance student behaviour. The model supports students on a universal, targeted and intensive basis through appropriate, timely and structured interventions.

To access Tier II and III supports, staff members can approach the Learning and Support Team coordinator and/or the Deputy Principal via the continuum of care referral form on Sentral. These individuals will review all referrals at the end of each week and provide follow-up for each referral as to the action that will be taken. If it is an emergency, please escalate the matter directly to the school principal.

For more information refer to the Department of Education website. [The care continuum](#)

The diagram below indicates intervention support for students at each tier level.



Strategies to Promote Positive Behaviour

At Wilcannia Central School, we recognise that the best approach in managing student behaviour is to prevent inappropriate behaviour from happening in the first place, through the promotion of positive student behaviour. Establishing strong systems of universal prevention for all students helps to reduce the number of students who need additional support, which in turn, supports the school to work more intensively with students who have additional learning and support needs. We have established several universal whole-school systems and practices to promote positive student behaviour.

At Wilcannia Central School we use the Wilcannia Central School agreements (page 4) to support student behaviour in the classroom.

All teachers at our school carry out ready to learn check-ins throughout the day with students

Effective behaviour management occurs when staff focus on creating positive classroom climates with high quality student-teacher relationships and engaging lessons to inspire learning.

At Wilcannia Central School, all staff support and implement the following:



Develop positive relationships with students

Get to know them, greet them, share concern and care, and share a laugh



Provide structured and engaging lessons

Make the learning relevant, consider their perspective, be prepared



Teach the rules and routines

Remind them of the rules and why they are helpful, show them how to comply, provide feedback



Offer pre-corrections to remind students of expectations

Allow time before beginning the lesson for students to comply



Use active supervision to help students stay on task

Move around the room to offer support, check-in on students



Model mature social and emotional skills

Show them through your actions how to respond to irritation, conflict or anger

These strategies make behavioural issues less likely by creating positive learning climates that increase engagement and rapport between students and teachers. These strategies promote long-term positive behaviours within students, they make teaching more enjoyable and satisfying.

Staff engage in ongoing professional learning and reflective practice to improve their use of preventative strategies.

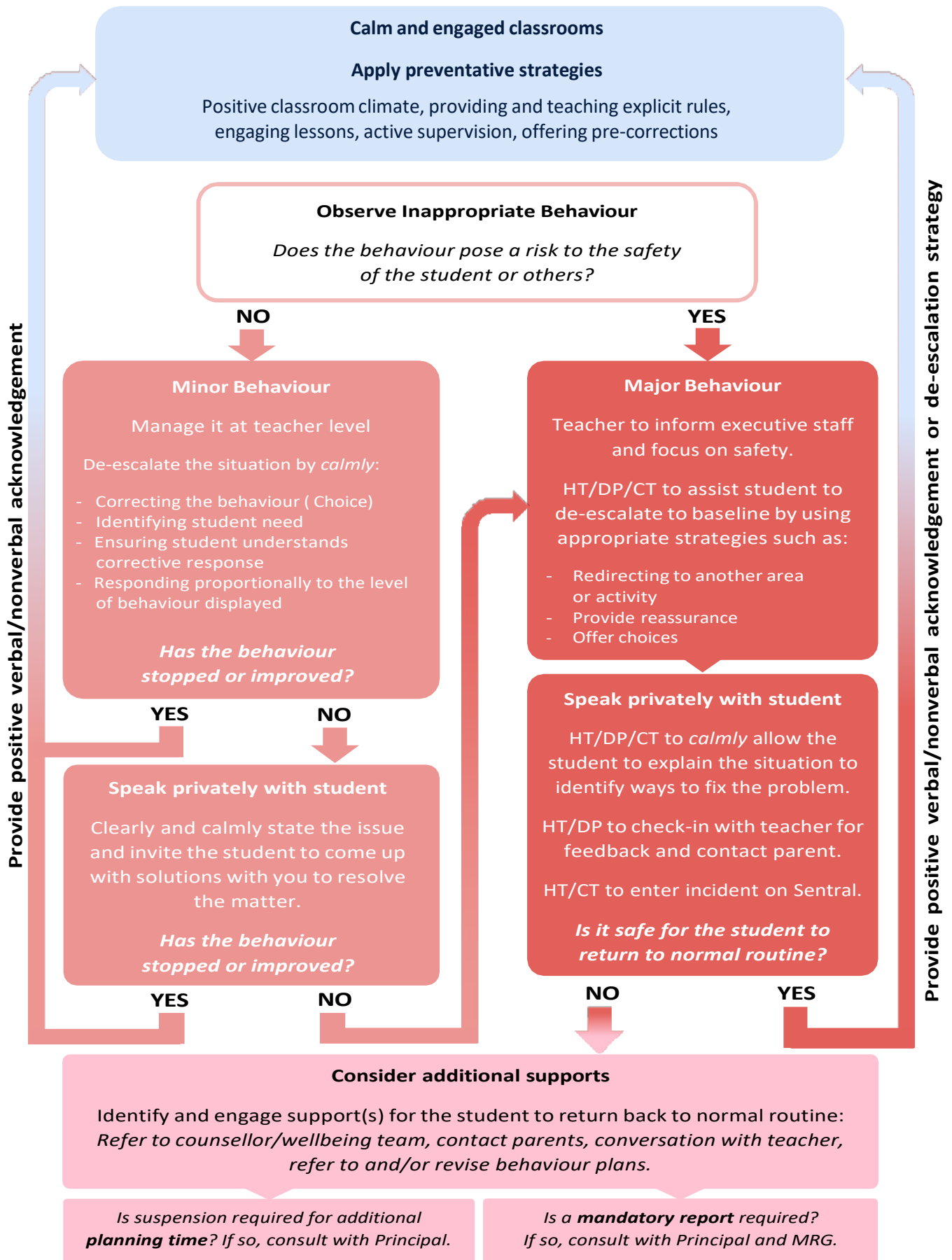
Universal Supports to Promote Positive Behaviours

In addition to the above strategies, the school provides the following universal programs for all students to access to promote positive behaviours at school:

Program Name	Year Group	Description
Breakfast Club	All	Breakfast is provided every morning by volunteers from staff and students from 8:00am to 8:50 am.
Reconciliation Day	All	Celebrating reconciliation between Aboriginal and Torres Strait Islander people and other Australians. Classes participate in activities to learn about significant events and the week culminates in a whole school assembly.
Harmony Day	All	Celebrating cultural diversity through having a half-day of fete where members of the school community can serve cultural foods and activities. Occurs in the month of March of each year.
NAIDOC Week	All	A week of activities celebrating Aboriginal and Torres Strait Islander history, language and culture.

Strategies to Respond to Inappropriate Behaviour

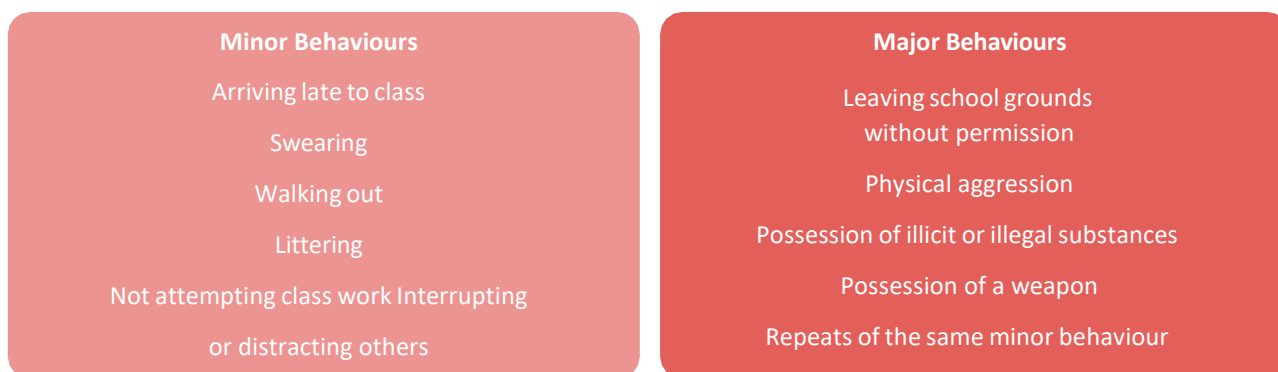
Despite our best efforts, we recognise that our students are still learning to behave, mistakes will occur. When students engage in inappropriate behaviour, we strive to understand the function of their behaviour and how we can work together to resolve the situation. When inappropriate behaviour occurs, staff support and implement the following decision flowchart:



Minors and Majors

A minor behaviour is a behaviour that is against the school rules, when this behaviour is ongoing or poses a serious safety risk, then it becomes a major behaviour. A major behaviour warrants additional support from executive staff and class teachers are expected to refer them to executive staff. However, the expectation is that the teacher and executive staff will continue to work together to resolve the matter.

Below are some *examples* of minors and majors:



Recording Behaviour Incidents

Staff record on Sentral any behaviour incidents. This allows us to analyse the data and inform how to best support our students. After a major behaviour, staff must log the incident on Sentral via the student wellbeing section. When logging the incident, use factual language and be sure to include the following:



For example, *“Jake Sample threw a chair at Brian Example and walked out of the classroom. This happened right after Brian laughed at him for getting an answer wrong. I checked on Brian, but Jake left before I could speak with him – DP was called.”*

Emergency or Serious Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or serious incidents involving severe inappropriate behaviour. This consistency ensures that appropriate actions are taken to ensure that both students, staff and any school visitors remain safe.

An emergency situation or serious incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe inappropriate behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student and/or others is likely to be placed in serious risk. Lockdowns procedures may be utilised in this instance

What do I do in an emergency or serious incident situation?

This policy cannot account for every possible serious incident, therefore, the action recommended for staff to take in any emergency is to **1) focus on maintaining safety for yourself and others** as much as possible, and **2) call for executive support via any available channel**.

Basic Defusing Strategies

- **Avoid escalating the behaviour**
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
Move slowly and deliberately toward the problem situation, speak privately to the student(s) where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Debrief**
Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations. Staff may also speak about the incident with their colleagues/supervisor during peer reflection.

Physically Intervening with Students

Staff may make legitimate use of physical restraint of students if all non-physical interventions have been exhausted and provided it is safe to do so. Situations that may require physical intervention include:

- Students threatening other students or staff.
- Students putting their own safety at risk.
- Fights between students.
- Students attempting to leave the school premises without authorisation and in circumstances that put their safety at risk.
- Students attempting to leave the premises in a heightened state of anxiety, where they may be unable to recognise risks to their safety.

The use of physical restraint by staff for students is only considered appropriate when staff can do so without being injured and there is no other practical way of preventing the likely injury or damage.

It is important that all staff understand:

- Physical restraint cannot be used as a form of punishment.
- Physical restraint must not be used when a less severe response can effectively resolve the situation.
- Physical restraint must be in proportion to the circumstances of the incident.
- Physical restraint must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student.

For further information, please see the NSW Department of Education's policy and guidelines on restrictive practices located on the Department's website.

Suspension

Suspension is *not* intended to serve as a punishment for inappropriate behaviour, but rather it is a protective measure to provide the school with time to plan for strategies and practices to better support the student upon their return to school. If a student is suspended, it means they are required to stay away from school for a set period of time. It allows the school time to plan appropriate support for the student to assist with successful re-entry. The principles of procedural fairness are fundamental to the implementation of suspension procedures including *1) the right to be heard*, and *2) the right of a person to a fair and impartial decision*.

- for students in Kindergarten to Year 2, the maximum number of consecutive school days for a suspension is 5 school days
- for students in Year 3 to Year 12, the maximum number of consecutive school days for a suspension is 10 school days.

Suspension Decision Process

The decision to suspend is held solely by the Principal, or in the principal's absence, the person performing the Principal's role (Relieving Principal). The Principal will hold a meeting during which the student is informed on the precise grounds on which suspension is being considered. The student will be given the opportunity to consider and respond to this information. The student's response will be taken into consideration before a decision to suspend is made.

Regardless of the decision, Wilcannia Central School strives to ensure that all decisions are based on the principles of procedural justice and fairness (see diagram below):



Suspension Notification Process

When a decision has been made to suspend a student, parents will be notified immediately via a phone call and a notification of suspension will be provided in writing within 24 hours. Wilcannia Central School will ensure that this information is accessible for parents who may have difficulty reading or understanding English due to cultural factors and/or disability. This written notification will include:

- Notice of the suspension.
- The date and probable duration of the suspension.
- The category and specific reasons for the suspension.
- The clear expectation that the student will continue with studies while suspended and, in the case of a long suspension, that a study program will be provided.
- The importance of parents cooperatively working with the school in resolving the matter.
- Parents' responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the Principal.
- Information concerning appeal rights and other appropriate government or community agencies available to provide assistance where necessary.

A student who is suspended will not be sent out of the school before the end of the school day without notification being made to their parents and an agreement reached about arrangements for the collection of the child from school. The school will ensure that adequate supervision is provided for that student at school until those arrangements are made. Parents will also be provided with a copy of the abridged version of the suspension and expulsion procedures document and a copy of this plan.

Suspension Resolution Process

We do not want students to miss any days at school than what is necessary. Therefore, when a student has been suspended, a suspension resolution meeting with relevant people involved will be held by the Principal – this includes the student, parents, and any staff that are involved in the wellbeing and guidance of the student. The purpose of this meeting is to discuss ways in which we can resolve this suspension.

If parents are unable or unwilling to attend a suspension resolution meeting, the Principal will consider the individual merits of the case and attempt to ensure that the student is back at school on or before the suspension period ends.

A full record will be made of the outcomes of the suspension resolution meeting – this will be retained on the student's Sentral records at the school and a copy will be provided to the student and parent.

For more information, please refer to the suspension and expulsion procedure documents located on the Department's website.

Expulsion

In serious circumstances of misbehaviour, the Principal may expel a student of any age from Wilcannia Central School. The Principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning. Students expelled from Wilcannia Central School for misbehaviour may not re-enrol in the school without the approval of the Executive Director, Public Schools NSW.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural justice and fairness.

Acknowledging Student Achievement

Students want to feel capable, to believe that they can do things well. To support this, staff are encouraged to provide verbal acknowledgement when students make positive decisions or show improvement in their behaviour. When this acknowledgement is received as informative feedback, this is what reinforces the behaviour.



Examples of informative feedback include:

- *“Jason, I appreciate you bringing all your materials today!”*
- *“Sam, I like your use of metaphors in your latest essay, it’s a solid improvement over your last essay.”*
- *“Thanks for putting your hand up, Michelle.”*
- *“Andy, I noticed you’ve been more on time this week over last week, how have you managed that? I really appreciate it.”*

No matter what the example, informative feedback is always specific as it lets the student know what they have done well and/or what they can do to improve.

Evaluation and Review

The aim at Wilcannia Central School is to review the plan every three years in December to inform interventions and supports for the next school year. This review will be undertaken by the Executive team in consultation with educators, students and families.

Any feedback regarding this school discipline policy is to be communicated to the Principal (email: nadia.cole@det.nsw.edu.au) who will collect and collate the feedback when it is time to review the policy each December. The team will take their findings and recommendations to present to the whole staff. From there, they will begin to plan and revise this policy for an updated release for the next school year.

LIST OF RELATED LEGISLATION

[Commonwealth Australian Education Act 2013](#)
[Commonwealth Disability Discrimination Act 1992](#)
[Commonwealth Disability Standards for Education 2005](#)
[NSW Children and Young Persons \(Care and Protection\) Act 1998](#)
[NSW Education Act 1990 No 8](#)

LIST OF RELATED DEPARTMENT OF EDUCATION POLICIES

[Anti-Racism Policy](#)
[Child Protection Policy: Responding to and reporting students at risk of harm](#)
[Legal Issues Bulletin 9 – Physical restraint of students](#)
[NSW Behaviour Code for Students](#)
[School Uniform Policy](#)
[Student behaviour](#)
[Student health and wellbeing](#)
[Staff code of conduct](#)
[Work Health and Safety \(WHS\) Policy](#)
[Restrictive Practices](#)

LIST OF RELATED RESOURCES

[CESE Classroom Management: Creating and maintaining positive learning environments](#)
[The Australian Student Wellbeing Framework](#)
[Bullying. No Way!](#)
[Racism. No Way!](#)
[eSafety Commissioner](#)