

# Windsor Public School Behaviour Support and Management Plan

[Please refer to the [School Behaviour Support and Management Plan: a guide for schools](#) for additional assistance to complete this plan. This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

## Overview

Windsor Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviours for Learning (PBL) STARR System, Peer Support, Chaplaincy Program, Sustainability Program, SHED and Bounce Back.

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

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

#### **SAFE**

In the right place  
At the right time  
Doing the right thing

#### **TOLERANT**

Accepting  
Patient  
Friendly

#### **ACADEMIC**

Prepared  
A good listener  
Doing their best  
On task

#### **RESPECTFUL**

Caring for themselves, others, and property  
Fair and honest  
Using their manners

#### **RESILIENT**

Ignoring  
Walking away  
Talking firmly  
Talking friendly  
Seeking help

**These expectations will be applied throughout all school settings, which include:**

Playground  
Toilets  
Assembly  
Transition (movement around the school)  
Bus  
Administration  
Classroom

Windsor Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- 1,2,3 Magic: is a Behaviour Management Program for students. It involves the use of a warning system and is non-confrontational. This method uses a dedicated time-out/reflection structure.
- Dojo Awards: are distributed by any staff member to students displaying positive behaviour across all school settings. Bounce Back lessons teach resilience and positive social choices.
- Positive Behaviour for Learning:
- STARR Awards System:  
STARR Awards are given out every fortnight by the teacher;  
Class teacher hands out STARR awards to the eligible students according to the criteria for awards;  
Letters of commendation are sent home to parents of students who are one STARR Award short of receiving their Bronze, Silver or Gold awards.
- Merit BBQ: each term for recipients of Bronze, Silver and Gold Awards
- Annual Badges:  
Students who have achieved 3 Gold Certificates receive a Merit Badge;  
Students who have achieved 6 Gold Certificates receive an Excellence Badge;  
Students who have achieved 7 Gold Certificates receive an Honours Badge;  
The above badges will be presented at the end of year Presentation Assembly.
- Principal's Afternoon Tea: Classroom teachers select one student at their own discretion to attend this incentive which is held during the second last week of each term.

### **Behaviour code for students**

The behaviour code for students can be found on the [Department of Education Website](https://www.education.nsw.gov.au/department-of-education-website). High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.



## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	SHED	Support the implementation of the school's whole-of-school approach to wellbeing, helping students to Share, Help, Encourage and Develop skills through 'hands-on' activities.	Stage 2/3 Boys
Targeted Intervention	Chaplaincy Program	Support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.	Social/Emotional students
Prevention	PBL	PBL lessons: Explicit teaching (including behaviour expectations & social skills) for all students to reduce inappropriate behaviour in all learning spaces before it becomes chronic	Whole School
Early Intervention	School Counselling Service	School counselling staff support students by providing a psychological counselling, assessment and intervention service .	Whole School
Prevention	Peer Support Buddy Program	Helping students develop leadership and cooperative skills, resilience and positive relationships	
Early Intervention	Percussion Group	Assisting with development of cooperative/team building skills and raising self esteem	S2/3 boys
Prevention	1,2,3 Magic	Class based systems of expectations and positive reinforcement  Consistent teacher expectations, routines, modelling and responses to behaviour	Whole School
Prevention	Breakfast Program	Part of the school's whole-of school approach to wellbeing	Whole School
Prevention	Bounce Back	Supports teachers and in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.	Whole School

<b>Early Intervention</b>	Restorative Approach	<p>Communication with parents and community around student behaviour expectations (celebrating positive student behaviours, rewards and achievements)</p> <p>The teachers communicate student attendance and social/SMART goals with parents</p>	Whole School
<b>Early Intervention</b>	Classroom Management Structures	<p><b>Classroom management:</b></p> <p>Continued explicit teaching and modelling of specific skills (including behaviour expectations and social skills)</p> <p>Classroom resources and strategies to prevent and support students' behaviour needs (visual timetable, social stories, consistent teaching, non-interrupted classroom time)</p> <p>Student reflection/self-directed time-out zones in the classroom and playground (e.g. safe or calm areas).</p>	Whole School
<b>Targeted Intervention</b>	Classroom Management	<p>Modified individual expectations and goals</p> <p>Transition strategies (class-to-playground, room-to-room, lesson-to-lesson and teacher-to-teacher)</p> <p>PBL Tier 2 interventions – teacher directed time-out (after 3 warnings using the traffic lights students will have a short time-out in the classroom to reflect on their behaviour choices in a safe environment).</p> <p>PBL Tier 2 intervention – Buddy Room time-out is used after a number of de-escalation strategies to minimise the escalation of inappropriate behaviours.</p>	Whole School

<b>Individual Intervention</b>	Classroom Management	<p><b>Teacher's Role:</b></p> <ul style="list-style-type: none"> <li>Teachers create Crisis Management Plans and Risk Assessment Plans with executive and Learning Support Team</li> <li>Monitor the impact of support for individual students through continuous data collection</li> <li>Provide consistent strategies and adjustments outlined within an individual support plan</li> </ul> <p><b>Other classroom supports:</b> SLSOs assigned to individual students and classes</p> <p><b>Learning and Support Team:</b></p> <ul style="list-style-type: none"> <li>Works in partnership with student, carers, teachers and other support services</li> <li>School counsellor support for students</li> <li>Allocates SLSO and other support systems</li> </ul>	Individual Students and families
<b>Individual Intervention</b>	Support Team	<p><b>Services to support the school/student:</b></p> <ul style="list-style-type: none"> <li>Learning Support Team</li> <li>School Leadership Team</li> <li>Assistant Principal, Learning and Support</li> <li>Senior Psychologist Education (SPE)</li> <li>Behaviour Specialist</li> <li>Out of Home Care Teacher</li> <li>Home School Liaison Officer</li> <li>Police Youth Liaison Officer</li> </ul>	Teacher and Learning Support Team

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Planning Room – is a restorative practice where students reflect on their social and behaviour choices with an executive for the purpose of planning for future positive choices.	During play time between 5-20 minutes. Students are able eat and drink during the reflection period and have access to toilet breaks.	Executive	Sentral (internal)

## Partnership with parents/carers

Windsor Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Regular communication and consultation during P&C Meetings
- Encouraging parents to engage in the school planning process and provide feedback  
Encouraging parents to participate in the Tell Them From Me survey
- Informal access to teachers and executive (open door/gate culture)
- Attendance at Coffee Club

Windsor Public School will communicate these expectations to parents/carers by:

- online communication platforms
- facebook for sharing school expectations and student success
- digital signage

## School Anti-bullying Plan

[Link to the school's existing anti-bullying plan](#) Refer to the [Bullying of Students – Prevention and Response Policy and Anti-bullying Plan](#).

## Reviewing dates

Last review date: 28 March 2023

Next review date: 28 March 2024

