

West Pymble Public School

School Behaviour Support and Management Plan

Overview

Our school vision

At West Pymble Public School, we develop engaged, resilient learners through positive partnerships that foster a deep sense of belonging. Every student, teacher and leader is inspired to achieve personal growth and success through a culture of high expectations in an inclusive environment.

Partnership with parents and carers

West Pymble Public School will partner 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 the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

West Pymble Public School will communicate these expectations to parents/carers through the school newsletter 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

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

To be Responsible, Respectful and Safe learners.

 AT WEST PYMBLE PUBLIC SCHOOL	
Be Responsible 	<ul style="list-style-type: none"> ✓ We are on time and organised ✓ We follow instructions ✓ We take care of our belongings, school property and our environment ✓ We are accountable for our actions ✓ We are ready to learn, accept challenges and strive for our personal best
Be Respectful 	<ul style="list-style-type: none"> ✓ We listen and communicate with courtesy ✓ We allow others to learn ✓ We accept and celebrate difference ✓ We take pride in ourselves, our school and our environment
Be Safe 	<ul style="list-style-type: none"> ✓ We keep our hands, feet and objects to ourselves ✓ We stay within bounds ✓ We walk on hard surfaces

IN THE COMPUTER LAB	
Be Responsible	<ul style="list-style-type: none"> ✓ We log off and pack up properly ✓ We take care of equipment
Be Respectful	<ul style="list-style-type: none"> ✓ We use our manners ✓ We listen to and follow instructions
Be Safe	<ul style="list-style-type: none"> ✓ We move sensibly ✓ We keep chair legs on the ground ✓ We keep drink bottles and bags outside

AT THE CANTEEN	
Be Responsible	<ul style="list-style-type: none"> ✓ We keep money secure ✓ We place rubbish in bins ✓ We only use our own money
Be Respectful	<ul style="list-style-type: none"> ✓ We use our manners ✓ We wait our turn ✓ We speak clearly and politely ✓ We line up sensibly
Be Safe	<ul style="list-style-type: none"> ✓ We only line up if we are buying or collecting food ✓ We line up in correct stage line

IN THE LIBRARY	
Be Responsible	<ul style="list-style-type: none"> ✓ We bring equipment ✓ We return books on time ✓ We pack up equipment ✓ We keep bookshelves tidy
Be Respectful	<ul style="list-style-type: none"> ✓ We take care of library property ✓ We use a library voice ✓ We use our manners
Be Safe	<ul style="list-style-type: none"> ✓ We move sensibly ✓ We keep chair legs on the ground ✓ We wait sensibly and quietly outside the library

IN THE TOILETS	
Be Responsible	<ul style="list-style-type: none"> ✓ We use and leave promptly ✓ We use bathroom equipment sensibly
Be Respectful	<ul style="list-style-type: none"> ✓ We flush toilets after use ✓ We are aware of personal space
Be Safe	<ul style="list-style-type: none"> ✓ We wash hands with soap ✓ We move sensibly

THE OVAL	
Be Responsible	<ul style="list-style-type: none"> ✓ We leave when the music starts ✓ We pick up rubbish
Be Respectful	<ul style="list-style-type: none"> ✓ We play fair ✓ We respect the wildlife
Be Safe	<ul style="list-style-type: none"> ✓ We stay in bounds ✓ We use the equipment sensibly

AT BUS LINES	
Be Responsible	<ul style="list-style-type: none"> ✓ We leave classroom on time ✓ We bring our belongings
Be Respectful	<ul style="list-style-type: none"> ✓ We leave class quietly ✓ We wait quietly and patiently near Kindergarten steps ✓ We respect our neighbours and their property
Be Safe	<ul style="list-style-type: none"> ✓ We stay together ✓ We wait for the teacher ✓ We walk on the footpath ✓ We watch for danger

DURING TRANSITIONS	
Be Responsible	<ul style="list-style-type: none"> ✓ We are prepared for the next activity ✓ We look where we are going
Be Respectful	<ul style="list-style-type: none"> ✓ We remember that other classes are learning ✓ We keep to the left ✓ We stand aside for others
Be Safe	<ul style="list-style-type: none"> ✓ We stay with our class ✓ We walk sensibly ✓ We wait sensibly in the correct place

LEARNING FROM HOME	
Be Responsible	<ul style="list-style-type: none"> ✓ We schedule regular break times ✓ We set up a quiet and organised learning space ✓ We keep devices charged
Be Respectful	<ul style="list-style-type: none"> ✓ We communicate appropriately with teachers and peers ✓ We complete our personal best work online ✓ We think before we hit 'send'
Be Safe	<ul style="list-style-type: none"> ✓ We keep our passwords secure ✓ We follow teacher instructions ✓ We only access relevant files and websites

DURING EATING TIME	
Be Responsible	<ul style="list-style-type: none"> ✓ We put our belongings into the tubs ✓ We place rubbish in the bin ✓ We bring our lunch time needs
Be Respectful	<ul style="list-style-type: none"> ✓ We listen to and follow the teachers' instructions ✓ We are aware of personal space
Be Safe	<ul style="list-style-type: none"> ✓ We wait to be dismissed ✓ We sit down when eating ✓ We wear our hats ✓ We enjoy our own food

AT ASSEMBLY	
Be Responsible	<ul style="list-style-type: none"> ✓ We go to the toilet before assembly begins ✓ We bring necessary equipment and put away other items
Be Respectful	<ul style="list-style-type: none"> ✓ We line up and enter hall appropriately ✓ We show listening manners ✓ We participate in a polite and appropriate manner
Be Safe	<ul style="list-style-type: none"> ✓ We sit appropriately in correct lines ✓ We move sensibly in, out and around the hall

AT BELL TIME	
Be Responsible	<ul style="list-style-type: none"> ✓ We respond to the music before the bell ✓ We line up quietly in our designated area ✓ We bring our belongings with us
Be Respectful	<ul style="list-style-type: none"> ✓ We listen to and follow the teachers' instructions
Be Safe	<ul style="list-style-type: none"> ✓ We walk on hard surfaces ✓ We wait sensibly

IN THE PLAYGROUND	
Be Responsible	<ul style="list-style-type: none"> ✓ We place our rubbish in bins ✓ We use equipment sensibly
Be Respectful	<ul style="list-style-type: none"> ✓ We share friends, equipment and space ✓ We are kind and considerate to others ✓ We listen to and follow teachers' instructions
Be Safe	<ul style="list-style-type: none"> ✓ We wear our hats ✓ We choose sensible games and equipment ✓ We walk on hard surfaces ✓ We stay in bounds ✓ If we arrive at school early, we wait on the silver seats until the teacher comes on duty

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](#).

Whole school approach across the care continuum

The Care Continuum

At West Pymble Public School, we implement whole school practices and programs to support the learning and wellbeing of all students. We use the Care Continuum of strategies to support positive behaviour.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Department of Education universal preventative strategies	<p>Department of Education universal positive behaviour management strategies. All staff will access and engage in professional learning in the following preventative strategies:</p> <ul style="list-style-type: none"> • Positive relationships • Classroom organisation • Behavioural expectations • Reinforcement • Consistent and fair consequences • Differentiated teaching & learning • Explicit teaching of social skills • Active supervision • Active engagement 	Students K - 6
Prevention	Child Protection	<p>Teaching child protection education is a mandatory part of the syllabus.</p> <p>https://studentwellbeinghub.edu.au/educators/resources/child-protection-and-respectful-relationships-education/</p>	Students K - 6
Early intervention	Classroom Environments	<ul style="list-style-type: none"> • Visual supports in the classroom such as timetables, daily schedules, visual cues • Calm corners • Sensory boxes 	Students K - 6
Early intervention	Transition	<ul style="list-style-type: none"> • Kindergarten - LaST regularly liaises and visits preschools to identify students with needs and build relationships with parents to begin the transition process • Year 6 to Year 7 - Assistant Principal liaises with the local high school to provide information and establish programs to support students with learning and support needs. Parents/carers are also integrated into the process to ensure all stakeholders have a voice in the process. • Within stage - teachers meet at the beginning of each new year and provide a thorough student handover to ensure all needs have been communicated and support can be continued from year to year. 	Kindergarten Stage 3 All stages
Early intervention	Kindergarten Learning and Support Interventions	<ul style="list-style-type: none"> • SLSOs work with identified kindergarten students to support academic needs with a focus on phonics, English and mathematics. 	Kindergarten
Early intervention	Game Zone	<p>A range of lunchtime extra-curricular activities are offered to support students in engaging in pro-social behaviour and positive interactions with their peers.</p> <p>These groups include:</p> <ul style="list-style-type: none"> - Art club - Chess - Library - Lego club - Knitting/Crocheting club 	Students K - 6

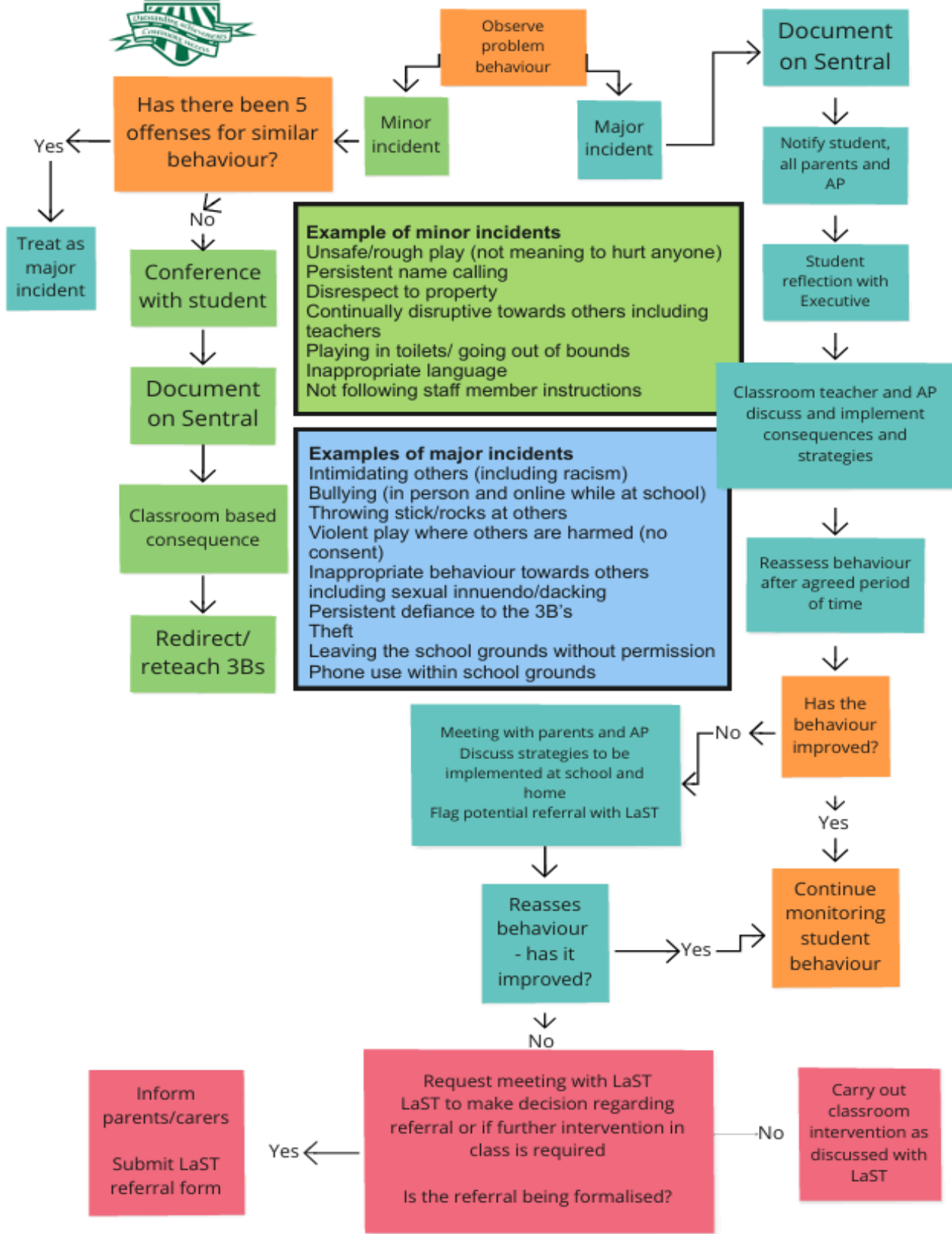
Care Continuum	Strategy or Program	Details	Audience
Early intervention	PBEL	Explicit teaching and reinforcement of school expectations for specific contexts, at a class, stage and whole-school level. Signage around the school to reinforce behaviour expectations	Students K - 6
Early intervention	Choice Theory	All staff trained in the Choice Theory approach by Dr William Glasser. Teachers regularly reinforce and draw on the concept that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows students to take responsibility for their own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Students are empowered to take responsibility for their choices and support others in taking ownership of their choices.	Students K - 6
Early intervention	Social Skills	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 can benefit from preventative strategies to support them. WPPS cater for some of these needs through providing: <ul style="list-style-type: none"> • Anxiety social skills groups • Friendship social skills groups • Resilience groups 	Students K - 6
Targeted intervention	Reading Freedom	Students nominated by class teachers or parents - extra support with phonics, comprehension, spelling or fluency.	Years 3 - 6
Targeted intervention	Learning and Support	The LaST works with teachers, students and families to support students who require personalised learning and support.	Students K - 6
Targeted intervention	Social Skills	Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours. WPPS cater for some of these needs through providing: <ul style="list-style-type: none"> • Anger Management Groups - Zones of Regulation 	Students K - 6
Targeted/ Individual intervention	Attendance support	Attendance data is entered daily on School Bytes and is monitored by staff and the Administrative Office. Attendance patterns are tracked, analysed and discussed with all staff in order to increase attendance and highlight any concerns. Students who have continued non-attendance are referred to the Home School Liaison Officer (HSLO) and a school attendance improvement plan is developed in consultation with parents/carers outlining the responsibilities of all parties in improving the attendance of the student concerned. The school also regularly	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
		communicates with parents/carers regarding school attendance through the schools' newsletter and emails sent home to justify non-attendance. All structures in place follow the Department of Education Attendance Policy .	
Individual intervention	PLASPs	Personalised learning and support plans for funded students are created by teachers, LaST and parents, to identify learning and social goals.	Students K - 6
Individual intervention	Behaviour Management Plans	Behaviour management plans will be tailored to cater for highly complex and challenging behaviours to support behaviour improvement strategies to nominated students.	Students K - 6
Individual intervention	Risk Management Plans	Developed by LaST and class teachers to support individual needs.	Students K - 6
Individual intervention	Social Stories	Various social stories are developed to cater for students who need: <ul style="list-style-type: none"> familiarisation with the physical setting of the school and systems and structures - new arrivals/kindergarten extra support with routines transitions following expectations 	Students K - 6
Individual intervention	School Counsellor	Available to support academic, social, emotional and neuro-diverse needs of students as required.	Students K - 6
Individual intervention	Teams Supporting the school	Access to support teams around the school, including: <ul style="list-style-type: none"> APLAS HSLO ACLO Itinerant support teachers Behaviour specialists Learning and Wellbeing Officer 	Identified individuals

West Pymble Public School - Planned responses to inappropriate behaviour and behaviours of concern



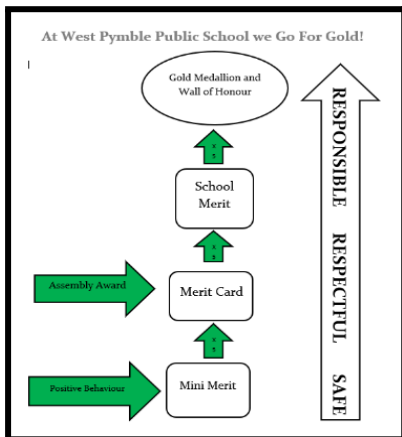
WPPS Behaviour Management Process



Example of minor incidents
 Unsafe/rough play (not meaning to hurt anyone)
 Persistent name calling
 Disrespect to property
 Continually disruptive towards others including teachers
 Playing in toilets/ going out of bounds
 Inappropriate language
 Not following staff member instructions

Examples of major incidents
 Intimidating others (including racism)
 Bullying (in person and online while at school)
 Throwing stick/rocks at others
 Violent play where others are harmed (no consent)
 Inappropriate behaviour towards others including sexual innuendo/dacking
 Persistent defiance to the 3B's
 Theft
 Leaving the school grounds without permission
 Phone use within school grounds

West Pymble Public School - Planned responses to positive appropriate behaviour



Mini merits = in class/RFF
Merit Card = Assembly
School Merit = Merit cards handed in at Office and given out in assembly
Gold Medallion = Recognition Ceremony
House Points = throughout the week - count towards Mystery Day Out

Rewards

Free and Frequent
 Used everyday school-wide by all staff to all students - involving specific praise.

Intermittent
 More powerful and can be awarded as perhaps a student of the week, student of the month, occasional free time.

Long and Strong
 Year-long, or month-long types of recognition that student work towards, perhaps presented at a special event.

Car Two: The Happy Car

Thinking (3)

- I can handle this
- I am strong and brave
- I am in control
- Remind myself that I am not going to die
- What are some of the good things in my life right now?

Feeling (1)

- Happy
- Carefree
- Safe

CARS 'R' US KNOW YOUR VEHICLE

Acting (4)

- Talking to my parents
- Do something to distract myself
- Take some deep breaths

Body (2)

- Healthy
- Calm
- Relaxed

The 3 Bs

<p>Be Responsible</p>	<ul style="list-style-type: none"> ❖ Be on time and organised ❖ Follow instructions ❖ Take care of our belongings, school property and our environment ❖ Be accountable for our actions ❖ Be ready to learn, accept challenges and strive for our personal best
<p>Be Respectful</p>	<ul style="list-style-type: none"> ❖ Listen and communicate with courtesy ❖ Allow others to learn ❖ Accept and celebrate difference ❖ Take pride in ourselves, our school and our environment
<p>Be Safe</p>	<ul style="list-style-type: none"> ❖ Keep our hands, feet and objects to ourselves ❖ Stay within bounds ❖ Walk on hard surfaces

West Pymble Public School

Anti-Bullying and Cyber-Bullying Plan 2024

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website <https://antibullying.nsw.gov.au/> provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

West Pymble Public School's commitment

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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication Topics
Ongoing	In Term 1, students are introduced to/reminded of the school's Positive Behaviour for Engaged Learners (PBEL) Matrixes. Individual class expectations are jointly constructed with students based on PBEL expectations and referred throughout the year to promote positive behaviour.
Weekly	The PBEL expectations focus is communicated to students at assembly and through posters displayed in the classroom.
Annually	In Term 1, students are introduced to/reminded of and provided with the Behaviour Code for Students in NSW Public Schools.
Annually and at point of need	Police Liaison Officer (PLO) visits the site to discuss anti-bullying. Cyber Bullying is addressed through the Online Guardians company.
Annually	Students take part in National Day of Action against Bullying learning activities.
Ongoing	PDHPE programs about anti-bullying (including cyber-bullying) and respectful relationships are taught across the school, throughout the year, as per the scope and sequence.

1.2. Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Annually	The school wide wellbeing approach, positive and negative behaviour procedures and anti-bullying policy are communicated to staff.
Termly	The PBEL team meet to monitor and discuss student behaviour data, and implement school-wide strategies to support positive student behaviour.
Annually	Staff complete mandatory professional learning – Child Protection.
Ongoing	All staff teach and reinforce respectful relationships, monitor and respond to incidents of bullying.
Weekly	Wellbeing and Inclusion is listed as a stage meeting item agenda weekly to allow for behavioural and bullying concerns to be discussed and responded to promptly.

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff are informed of West Pymble Public School's wellbeing approach, positive and negative behaviour flow charts and PBEL expectations. An executive member of staff will speak to new and casual staff when they enter on duty as part of the induction process. New staff are mentored by their assistant principal. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families to help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.



School Anti-bullying Plan



NSW Anti-bullying website



Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
Annually	Parents/carers are provided with the Behaviour Code for Students in NSW Public Schools.
Annually	In Term 1, parents/carers are invited to attend 'Meet the Teacher Night'. During this session, information about the school-wide wellbeing approach, positive and negative behaviour procedures and anti-bullying is communicated through a presentation.
Biannually	In Term 1 & 2, three-way conferences involving parents, students and teachers are held to discuss student learning and wellbeing. This provides the opportunity for parents and teachers to discuss how they can best support students socially and emotionally.
Fortnightly	PBL expectations focus communicated to attendees at assembly and signage around the school.
Ongoing	Messages and infographics about anti-bullying are included in the newsletter and on the school Facebook page.

3. Support for Wellbeing and Positive Behaviours

At West Pymble Public School, we are committed to creating a safe and supportive learning environment where all students feel known, valued, and cared for. Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

We continue to implement Positive Behaviour for Learning (PBEL) to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. We have developed a matrix of expectations to guide students in making positive behavioural choices.

We continue to implement the Choice Theory approach whereby every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows students to take responsibility for their own life and at the same time, withdraw from attempting to direct other people's decisions and lives. Students are empowered to take responsibility for their choices and support others in taking ownership of their choices.

Reflection and Restorative Practices

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. 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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent. Intermittent and infrequent reinforcers are recorded on Behaviour /School Bytes..	3. Use direct responses e.g. rule reminder, re-teach, provide choice through choice theory guidelines, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone when required. Executive/principal may consider further action e.g., parent meeting or formal caution or suspension.
4. Social emotional learning lessons are taught PBEL and PDHPE weekly units of work.	4. Teacher records on Behaviour / School Bytes by the end of the school day. Monitor and inform family if repeated. If needed, referral is made to the school's anti-racism contact officer (ARCO) or DP.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour management plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
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 fortnightly school assemblies.	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

West Pymble Public School staff comply with reporting and responding processes outlined in the:

- The NSW Department of Education Student Behaviour policy and Suspension and Expulsion procedures apply to all NSW public schools.
- 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.

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Student Voice and Choice Class Meetings	Fortnightly meetings	SCR Co-ordinator	Minutes of meetings
Student Voice and Choice Class Meetings (Primary)	As needed when a pattern of behaviour is noticed	Class Teacher	School Bytes
Minor behaviour consequences as per PBL flowchart for classroom and playground settings	As required	Class teacher	Incident recorded on School Bytes
Major behaviour consequences as per PBL flowchart for classroom and playground settings	As required	Stage supervisor, senior executive	Incident recorded on School Bytes and communicated with parents / carers
Restorative Relationship Conversations	As needed in response to relationship break down between students	Learning Guide, AP, DP or Principal	School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room	When problematic behaviours arise	Teacher on playground duty/CT/DP	School Bytes
LaST support	When specific learning needs have been identified or diagnosed	Learning and Support Team	School Bytes
Wellbeing team support including School Psychologist	When problematic behaviour becomes a repeated pattern	School Counsellor AP Wellbeing HSLO	School Bytes
Senior Executive case management	When student is at risk of suspension	Executive team	School Bytes




West Pymble Public School
Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____


This happened during the: Location: _____

Morning	Middle	Afternoon


Please tick the core value you did not follow:

Safe	Respectful	Responsible
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

What was I doing incorrectly that stopped me following this core value?



How can I avoid this happening again?



Drafted by	Laura Sleiman Annerie Feldman	Approved by	Bronwyn Wilson	Review	Staff and parent community
Date	01.11.24	Date	01.11.24	Date	11.02.25