

# Gwandalan Public School Behaviour Support and Management Plan

## Overview

Gwandalan Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- [REAL Schools – Restorative Practices](#)
- [PAX Good Behaviour Game](#)
- [Life Skills GO](#)
- [Seasons for Growth](#)
- [The Anxiety Project](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

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

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 actively respond to student bullying behaviour.

## Partnership with parents and carers

Gwandalan Public School will partner with parents/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 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.

Gwandalan 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

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

At Gwandalan Public School we are S.T.A.R.S –

- We display **SAFETY** (We are and feel safe and care for others)
- We encourage **TEAMWORK** (We work together as a team)
- We **AIM HIGH** (We try our best)
- We show **RESPECT** (We respect ourselves, other and the environment around us)

So that we can **SUCCEED**.

### Indoors Matrix

	<b>SAFETY</b> <i>Hands and feet to self</i>	<b>TEAMWORK</b> <i>Cooperate with others</i>	<b>AIM HIGH</b> <i>Do your best</i>	<b>RESPECT</b> <i>Listen and speak politely</i>
<b>CLASSROOM</b>	Move safely Store items correctly Use equipment properly	Work together Share equipment Take turns	Be on time Be ready to learn Stay on task	Do 5Ls (K-2) PLANT (3-6) Allow others to learn
<b>LEARNING HUB</b>	Move safely Store items correctly Use equipment properly	Work together Share equipment Take turns	Be on time Be ready to learn Stay on task	Do 5Ls (K-2) PLANT (3-6) Allow others to learn
<b>OFFICE</b>	Move safely Have permission	Wait your turn Help others	Follow staff instructions Have sick bay card	Enter and exit quietly Use manners
<b>TOILETS</b>	Right place, right time, right way	Wait your turn	Flush, wash and go	Respect others' privacy
<b>HALL</b>	Move safely	Sit in SHARP lines	Follow staff instructions	Stop - Look - Listen

## Outdoors Matrix

	<b>SAFETY</b> <i>Hands and feet to self</i>	<b>TEAMWORK</b> <i>Cooperate with others</i>	<b>AIM HIGH</b> <i>Do your best</i>	<b>RESPECT</b> <i>Listen and speak politely</i>
<b>COLA / COURTYARD</b>	Move safely Put belongings away Use equipment properly	Be a good sport Follow the rules Share equipment	Follow staff instructions Respond to the bell Sit in SHARP lines	Stop - Look - Listen Return equipment Put rubbish in bin
<b>OVAL</b>	Wear school hat Right game, right area Use equipment properly	Be a good sport Follow the rules Share equipment	Follow staff instructions Respond to the bell Food Free Zone	Stop - Look - Listen Return equipment Include others
<b>TRANSITIONS</b>	Walk	SHARP lines	Follow staff instructions	Move quietly
<b>CANTEEN</b>	Stand in correct line Move safely	Wait patiently Return lunch basket	Buy and go Order lunch before 9am	Use own money Use manners
<b>EATING TIME</b>	Sit and eat	Sit in SHARP lines	Follow staff instructions	Put rubbish in bin
<b>EQUIPMENT</b>	Wait for staff Wear school hat	Right play Share space properly	Food Free Zone Follow staff instructions	Stop - Look - Listen Take turns
<b>BUS &amp; BUS LINES</b>	Sit in bus seat Move safely	Wait in SHARP lines Help others	Have Opal pass ready Enter one at a time	Quiet voices Use manners
<b>ENTRY &amp; EXIT POINTS</b>	Walk in and out of school Use pedestrian crossing	Use correct gate Support younger students	Follow staff instructions Be on time	Enter and exit quietly Respect others' space

## 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

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	<a href="#">Real Schools – Restorative Practices</a>	As a staff we are committed to making stronger choices about the language we use, understanding that the words chosen by authority figures are critical for our students. We have partnered with REAL schools to develop a consistent use of affective language that promotes empathy and respect when dealing with challenging behaviours. This means that we use <b>Restorative Practices</b> as our way of working to create a strong school culture, build effective relationships, resolve conflict, and improve student behaviour and bullying. Working restoratively is not something that we do, nor is it a program we implement – it's something that we become, and it underpins the way we practice.	All
Prevention	<a href="#">PAX Good Behaviour Game</a>	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce	All

Care Continuum	Strategy or Program	Details	Audience
		impulsivity, increase focus and strengthen peer networks.	
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	<a href="#">The Anxiety Project</a>	Through The Anxiety Project the NSWPPA provides an early intervention solution for childhood anxiety. The project is a two-year supported commitment and addresses a number of factors and populations. The following will be addressed by building the capacity of school leaders, teachers, school staff and parents to reduce children's anxiety levels in NSW schools	All
Prevention	<a href="#">Life Skills GO</a>	Life Skills GO is an evidence based, curriculum aligned, science backed all-in one blended learning wellbeing platform equipping schools with the tools to teach, track, measure and report on student wellbeing & social, emotional, and physical literacy.	All
Prevention	Kindergarten Buddies	Children entering Kindergarten are matched with a year 5 buddy who can provide support and assist with the transition to school.	Kindergarten and Year 5 students
Prevention	Variety of playground areas	In both the K-2 and the 3-6 playgrounds there are a variety of options to support various student needs. The oval, COLA, fixed equipment and courtyard provide options for physical play, whilst the library, Eleebana and the primary verandah cater for quiet imaginative and creative play.	All
Prevention	<a href="#">Brain/Movement Breaks</a>	All classes participate in movement breaks at various intervals during the day, depending on the age and needs of students. This allows students to increase their physical activity and has been shown to have a positive effect on learning.	All
Prevention	Breakfast Club	GPS provides a breakfast club service 5 days a week where all students have the opportunity to have some breakfast before school. This program is run by the school chaplain with the assistance of some stage 3 student volunteers.	All
Prevention	Transition Programs	Formal transition programs are in place for children entering Kindergarten and Year 7. The school communicates with the local early childhood education providers and high schools to share information about each student to promote a positive transition.	Incoming Kindergarten & current Y6 students
Prevention	BlackFit Mentoring	A collaborative, weekly program providing experiences in Aboriginal and Torres Strait Islander culture, leadership and wellbeing.	Aboriginal and Torres Strait Islander students
Prevention / Early Intervention /	Australian eSafety Commissioner Toolkit for	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual	<u>Schools to prevent and respond to cyberbullying</u>	maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Early Intervention	<u>Wellbeing and Health In-reach Nurse</u>	GPS is fortunate to have the expertise of a Wellbeing Nurse that is shared amongst our Community of Schools. The Nurse works closely with the Learning and Support Team to support students and families on a wide range of health and wellbeing issues.	Individual students and their families Learning and Support Team, Class Teacher
Early Intervention	PALS	The 'Playing and Learning to Socialise' program is implemented for kindergarten students who have been identified as needing additional support with social skills. It is implemented by the school chaplain and Uniting services.	Individual students, families, staff
Early Intervention	<u>School Counselling Service</u>	School counselling staff support students by providing a psychological counselling, assessment and intervention service. The school counselling service works directly with students to help them with issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation	Identified students, Learning and Support Team, Class Teacher, Family, Counsellor
Targeted Intervention	R.A.G.E	Students identified as at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 4-week strength-based anger management program run by the school chaplain. Targeted students aged 11yrs +	Identified students, Learning and Support Team, Chaplain
Targeted Intervention	Seasons for Growth	Seasons for Growth offers children and young people a safe space to come together and share their experiences of change and loss. The Children and Young People's Program has a safe and engaging curriculum structure that incorporates a wide range of age-appropriate activities involving drawing, role-play, stories, discussion, playdough, music and journal activities. GPS runs this program with the support of the school chaplain as the need arises.	Identified students, Learning and Support Team, Chaplain
Targeted Intervention	Chaplain	GPS is fortunate to have the services of a school chaplain 2 days a week. The chaplain runs a variety of programs and also provides non-denominational support to identified students. The chaplain is part of the school Learning and Support Team and often connects with families to provide support. The National School Chaplaincy Program is a Commonwealth-funded initiative to support the emotional wellbeing of students and the broader school community through the provision of pastoral care services.	Identified students and families
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	<a href="#">Attendance support</a>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual Intervention	Classroom & Playground Passports	A classroom and/or playground passport is a check-in-style document that an individual student will use for a short period if required. The passport supports student behaviour by encouraging the student to be accountable and take responsibility for their behaviour. The passport is to be marked off by the teacher of each session who will discuss with the student how they have behaved	Identified students, Learning and Support Team, Class Teacher,
Individual Intervention	<a href="#">Itinerant Support Teachers – Vision &amp; Hearing</a>	Itinerant support teachers will work directly with your child, and in partnership with you, classroom teachers the school's learning and support team and other support agencies to plan your child's personalised learning and support.	Identified students, Learning and Support Team, Class Teacher
Individual Intervention	Engagement of 'Team around the School'	The 'Team around a school' comprises of various Department of Education specialist staff. It provides a structure for collaboration and coordination between schools and support staff with specialist knowledge in the areas of: <ul style="list-style-type: none"> <li>• learning and wellbeing</li> <li>• disability and inclusion</li> <li>• mental health</li> <li>• behaviour</li> <li>• attendance</li> <li>• Aboriginal student support</li> </ul> transition into and out of the school environment.	Identified students, Learning and Support Team, Class Teacher, Principal, Assistant Principals
Individual Intervention	<a href="#">Integration Funding Support</a>	Integration funding support (IFS) is additional funding for extra support, such as for an additional teacher or school learning support officer in a mainstream classroom. There are explicit criteria around eligibility for IFS and an application can be made through the access request process.	Identified students, Learning and Support Team, Class Teacher, School Counsellor, external providers, Principal, families



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

### Identifying behaviour of concern, including bullying and cyberbullying

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.

Gwandalan 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 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 Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Gwandalan Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Evidence-based strategies are 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 ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent 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 learners 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.

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
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 (affective statements) 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 significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing Sentral system.	3. 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.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing Sentral system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught weekly.	4. Teacher records on Behaviour / wellbeing Sentral system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	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 support/response 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 LST, 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 Sentral system. 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
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

## 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.

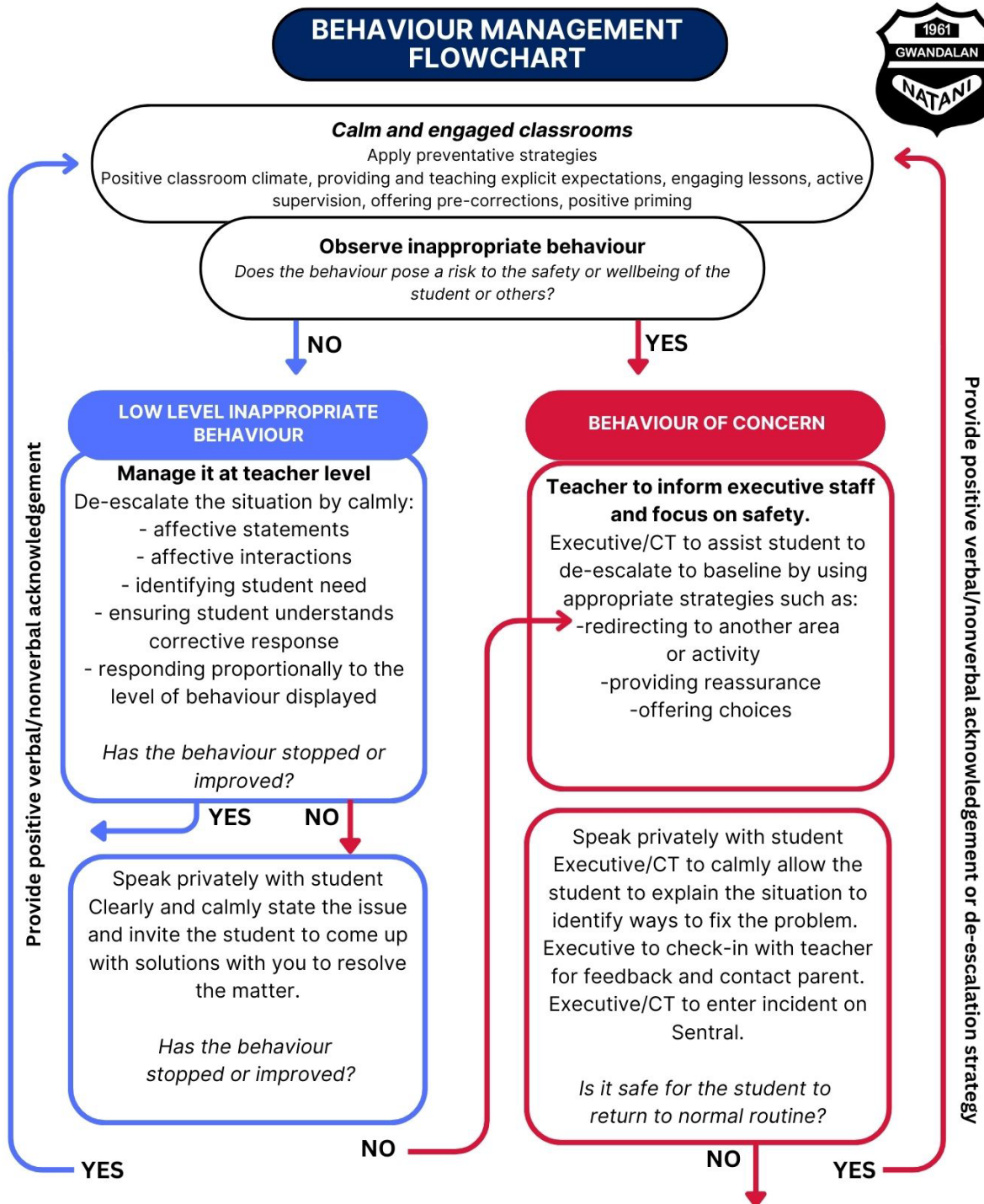
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection room</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in Sentral
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal	Documented in Sentral
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

## Review dates

Last review date: Day 1, Term 4 2024

Next review date: Day 1, Term 1 2025

Appendix 1: Behaviour management flowchart



<p><b>Consider additional supports</b></p> <p>Identify and engage support(s) for the student to return to normal routine: <i>Refer to learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.</i></p>	
<p><i>Is additional time required for additional <b>planning time</b>? If so, refer to the principal for possible suspension.</i></p>	<p><i>Is a <b>mandatory report</b> required? If so, consult with principal or stage supervisor and MRG.</i></p>

## Appendix 2 - Bullying Response Flowchart

The following flowchart explains the actions Gwandalan 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 – Student Engagement Plan

# Student Engagement Plan

Safety · Teamwork · Aim High · Respect



## We follow the restorative continuum to elevate student behaviour, empathy and relationships

FORMALITY	<b>Affective Statements</b> We include feelings words in language to address low-level yet high-frequency behaviours.	 <b>1-3</b> seconds	FREQUENCY	TIME INVESTMENT
	<b>Affective Interactions</b> We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.	 <b>1-3</b> minutes		
	<b>Small Impromptu Conferences</b> We use Restorative Questions to solve problems amongst and between groups.	 <b>9-10</b> minutes		
	<b>Large Group</b> We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.	 Under <b>15</b> minutes		
	<b>Formal Conferencing</b> For the most serious, high-impact behaviours and ongoing problems.	 <b>60</b> minutes, ↑2 days prep		

## We support each other to elevate student behaviour restoratively

- We work together to build trusting, supportive and safe classroom communities, where we hold each other accountable for the impact of our behaviour.
- We empower children to learn and use their skills and knowledge to build trusting relationships and repair harm.
- We consistently use the restorative process and differentiate the outcome to meet student need.
- We are solution focused while maintaining high expectations, consistency and supportive interventions.
- We actively communicate and collaborate with families as valued partners in learning. This includes involving parents and carers in addressing both positive and negative behaviour patterns of their children and collaborating to support ongoing school improvement.

### Restorative questions

#### For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

#### For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

