Galston Public School Behaviour Support and Management Plan

Overview

Galston Public School is committed to explicitly teaching and modelling positive behaviour to support 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, connected learners in a caring school 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.

Galston 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. Our supportive school culture is built on respectful relationships, and an ethos has been developed so that bullying is not accepted. Proactive responses ensure that staff respond to any form of bullying.

Partnership with parents and carers

Galston 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).

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

- newsletter communication of goals and expectations (attendance, social and learning)
- our school Anti-bullying Plan can be found on our school website at https://galston-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html.

School-wide expectations and rules

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

Expectation – Respect (in all settings)	Expectations - Responsibility (in all settings)	Expectation - Personal Best (in all settings)
At Galston I will:	At Galston I will:	At Galston I will:
✓ listen carefully and follow instructions	✓ take responsibility for my own actions and accept consequences	✓ keep my hands and feet to myself
✓ speak politely to others		✓ behave in a safe manner

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

- teachers explicitly teach and model positive behaviour choices (PBL)

- school-wide implementation of the 1,2,3 Magic (traffic light) pedagogy

- PD/H/PE programs that teach our core PBL values of Respect, Responsibility and Personal Best.

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

Galston Public 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	1,2,3 Magic	Classroom management: • strong student/teacher relationships • explicit teaching and modelling of specific skills • class based systems of expectations and positive reinforcement • consistent teacher expectations, routines, modelling and responses to behaviour • high quality differentiation teaching	Whole school
Prevention	PBL	PBL lessons: • explicit teaching (including behaviour expectations & social skills) • review and reteach (based on behaviour data)	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	Restorative Approach	**Focuses on building, maintaining and restoring positive relationships** • check-in (with SLSOs, CTs and executive) • school counsellor	Whole school
Early intervention	Restorative Approach	• communication with parents and community around student behaviour expectations (celebrating positive student behaviours, rewards and achievements)	Whole school
Early intervention	Classroom Management and Structures	**Classroom management:** • continued explicit teaching and modelling of specific skills (including behaviour expectations and social skills) • classroom resources and strategies to prevent and support students' behaviour needs (visual timetable, social stories, consistent teaching, non-interrupted classroom time) • student reflection/self-directed time-out zones in the classroom and playground (e.g. safe or calm areas)	Whole school
Targeted intervention	Classroom Management	• modified individual expectations and goals • transition strategies (class-to-playground, room-to-room, lesson-to-lesson and teacher-to-teacher) • 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) • PBL Tier 2 intervention – buddy room time-out is used after a number of de-escalation strategies to minimise the escalation of inappropriate behaviours	Individual students and families
Individual intervention	Classroom Management	**Teacher's role:** • create Crisis Management Plans and Risk Assessment Plans with executive and Learning Support Team • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an individual support plan **Other classroom supports:** • SLSOs assigned to individual students, families and classes **Learning and Support Team:** • undertakes Functional Behaviour Assessments • works in partnership with student, carers, teachers and other support services • school counsellor support for students • allocates SLSO and other support systems	Individual students and families
Individual intervention	Delivery Support Team	**Services to support the school/student:** • Learning and Support Team • School Leadership Team • Assistant Principal, Learning and Support • Learning and Wellbeing Officer • Senior Psychologist Education (SPE) • Behaviour Specialist • Out of Home Care Teacher • Home School Liaison Officer • Police Youth Liaison Officer	Teacher and Learning and Support Team

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

Identifying behaviours 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.

Galston 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.

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 managed or executive managed. Staff use their professional judgement and the Student Behaviour and Discipline Procedures and Guidelines in deciding whether a behaviour is teacher managed or executive managed. They consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – minor behaviours are managed by teachers in the classroom and the playground.

- **Executive managed** – major and extreme behaviours in the classroom and playground are managed by school executive.

Corrective responses are recorded on School Management Platform and Behaviour / wellbeing ITD system.

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 choice. 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

- increase expected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

| Prevention | Early Intervention | Targeted/Individualised |
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact 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 evident in school-wide practices 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. Social emotional learning lessons are taught regularly through the PDHPE curriculum.	3. Teacher records on Behaviour / wellbeing platform 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 Learning and Support Team.	3. 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 communicates student effort to meet expectations with parents and carers. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher communicates with parents when a range of corrective responses have not been successful. Individual planning and referral to Learning and Support Team may be discussed.	Parent/carer contact is made by teachers and/or school executive to discuss any support and behaviour responses, including referral to the Learning and Support Team, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on School Management Platform. 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
- executive intervention, 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, 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 procedure
- Student Behaviour policy and Suspension and Expulsion procedures.

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?
Reflection 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	School Bytes (internal)

Review dates

Last review date: Term 1, 2025

Next review date: Term 1, 2026