



GANMAIN PUBLIC SCHOOL

Principal - Bill Lucas
Phone - (02) 69276421
Email - ganmain-p.school@det.nsw.edu.au
Website - www.ganmain-p.school.det.nsw.edu.au
Facebook - Ganmain Public School

Each for All

Ganmain Public School
25-41 Langham St
Ganmain NSW 2702

GANMAIN PUBLIC SCHOOL

School Behaviour Support and Management Plan (SBSMP)

~2025~



Contents

- [1. Acknowledgement of Country](#)
 - [2. Overview](#)
 - [3. Partnership with Families](#)
 - [4. Behaviour Code for Students](#)
 - [5. Behaviour Expectations and Matrix](#)
 - [6. Whole School Approach Across the Care Continuum](#)
 - [7. Responses to Serious Behaviours of Concern](#)
 - [8. Reporting and Recording Behaviours of Concern](#)
 - [9. Detention, Reflection, and Restorative Practices](#)
 - [10. Whole School Behaviour Management Process](#)
 - [11. Celebrating Positive Behaviours](#)
 - [12. Merit Award System](#)
 - [13. Classroom Climate](#)
 - [14. Minor Negative Behaviours](#)
 - [15. In-Class Time-Out](#)
 - [16. Reflection](#)
 - [17. Recording Major Negative Incidents: School-Bytes](#)
 - [18. School Evaluation Systems / Annual Reviews - TTFM](#)
-

1. Acknowledgement of Country

We would like to Acknowledge the Elders past and present, and our young ones as they are our leaders of the future. We also Acknowledge the Wiradjuri peoples' land on which we learn, yarn, play and grow. We pay yindyamarra (respect) to our native animals, fish, birds and trees.

As part of our commitment to reconciliation, we work towards fostering an environment where all students, particularly those from Aboriginal and Torres Strait Islander backgrounds, feel valued and supported in their cultural identity.

2. Overview

The **School Behaviour Support and Management Plan** is designed to promote a learning environment grounded in our school values: **Respect**, **Responsibility**, and **Bringing Your Best**. These values underpin everything we do, from how we engage with others to how we approach challenges and work towards success.

This plan aligns with the **NSW Department of Education's Behaviour Management Policy** and ensures that our school provides a safe, inclusive, and supportive environment for all students. The approach focuses on:

- Promoting positive behaviours that reflect our core values.
- Supporting students to take responsibility for their actions and their learning.
- Encouraging students to strive for their best in all aspects of school life.

By prioritising these values, we create a community where every student has the opportunity to learn, grow, and thrive.

The plan also takes a restorative approach, focusing on understanding the underlying causes of misbehaviour and repairing harm through constructive dialogue, rather than simply punishing students.

Our core values of *Respect*, *Responsibility* and *Bringing Your Best* are at the heart of everything we do.

Respect	Responsibility	Bring Your Best
Treat yourself with respect. Treat others the same way.	Do what you know is right.	Give 100% of what you have each day.

3. Partnership with Families

Our school recognises that families play a critical role in supporting student behaviour and wellbeing. By forming strong, collaborative partnerships with families, we can ensure that our students are supported both at school and at home to embody the values of Respect, Responsibility, and Bringing Your Best.

Strategies for Family Engagement:

- **Regular Communication:** We keep families informed of their child's progress through regular updates, including parent-teacher interviews, school newsletters, and the school's online platforms.
- **Collaborative Problem Solving:** When behavioural concerns arise, we invite families to work with us to develop and implement appropriate strategies and interventions that are consistent across both home and school environments.

By fostering open and ongoing communication, we ensure a united approach to supporting our students' growth and success.

4. Behaviour Code for Students

The **Behaviour Code** clearly outlines the expectations for student conduct, emphasising respect, responsibility, and safety. This code is reinforced through regular discussions, posters in classrooms, and school assemblies.

Behaviour Code:

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 following link outlines information for students and carers. It is displayed throughout our school so staff can refer to the Behaviour Code for Students expectations as required. It is also promoted through the school newsletter.

[NSW DoE Behaviour code for students](#)

5. Behaviour Expectations and Matrix

The purpose of a school behaviour matrix is to create a positive, productive learning environment by clearly outlining the school's expectations for behaviour across all school settings. The purpose of a behaviour matrix is to:

1. Provide clarity and consistency: The behaviour matrix outlines clear expectations for behaviour in different areas of the school, which ensures students understand what is expected of them in each setting.
2. Promote a positive school culture: By outlining positive behaviours and reinforcing them with positive consequences, the behaviour matrix helps to promote a positive school culture that values respect, responsibility, and collaboration.
3. Foster student accountability: The behaviour matrix fosters student accountability helping students to take ownership of their behaviour and make positive choices.

Behaviour Expectation	Classroom	Playground	Bus	Assembly
Respect	Listen to others, respect personal space	Be kind, follow playground rules	Sit quietly, follow bus rules	Listen attentively, stay calm
Responsibility	Complete work on time, follow class rules	Respect playground equipment, keep the area clean	Follow the bus driver's instructions	Be on time, follow assembly protocols
Bringing Your Best	Strive for excellence in work and behaviour	Play safely and inclusively, encourage others	Remain seated, engage responsibly	Participate respectfully and engage positively

This matrix serves as a guide to help students understand expectations for behaviour in various areas of the school, ensuring a consistent approach to managing conduct.

Behaviour theme	Minor Level Managed by teacher*	Major level Managed by executive in designated area	Extreme level Managed by executive promptly	Crisis Management Managed by principal or principal delegate promptly
Disruption	Disruption that interrupts learning/ wellbeing with low level behaviours: - calling out - out of seat - making annoying sounds Low level disruption	Repeated, ongoing disruption that interrupts learning/ wellbeing with low level behaviours (see minor description of behaviours). Repeated, ongoing disruption/ interrupting learning	Major disruption causing removal of others Disruption that causes other students' removal from the classroom/ playground8 and which seriously interferes with the safety and wellbeing of others.	Lock down/ lock out procedures Disruption or behaviour that leads to the enacting of lockdown procedures and/ or escalated behaviour plans.
Non-compliance	Disobedience, dishonesty, disrespect Not following staff directions - Back chatting - Cheating in a game to gain an advantage - Being untruthful about your actions or words.	Persistent disobedience, dishonesty, disrespect Speaking/ acting in a disrespectful manner to others e.g. rude, ignoring - Repeated instances of task refusal, cheating or being untruthful.	Aggressive disobedience, dishonesty, disrespect Speaking/ acting in an aggressive/ confrontational manner e.g. spitting, pushing, swearing, refusing directions, absconding to avoid conversation - Possession of illegal substances (but not used).	Use of illegal substances, use/ possession of weapons - Use of illegal substances such as alcohol, vapes, cigarettes - Use/ session of weapons (or objects to imitate weapons) to cause actual harm or with the intention to cause harm.
Unkindness	Inappropriate language or actions - Name-calling, put-downs - Swearing not directed at a person or inappropriate language - Refusing to play with or be in a group with someone - Using one-off words or actions with the intention of hurting or isolating others.	Abusive language and behaviour - Using bad language or name calling to intentionally incite anger or sadness - Using words and/ or actions that harass, threaten, isolate or intimidate others.	Bullying and harassment Repeated and harmful actions targeting an individual e.g. deliberate use of power through racist comments, physical proximity, gestures, isolation, drawings/ pictures, rumour spreading.	
Inappropriate use of property	Misuse of property - Defacing property with small, removable graffiti - Taking and returning low value items of property - inappropriate use of property that doesn't damage (swinging on chairs, banging doors, rough computer usage)	Graffiti, property misuse and destruction, use of phones - Defacing property with difficult to remove-graffiti - Inappropriate use causing significant damage to low-value items of others' property - Inappropriate use of toilets -Use of phone in class	Theft, significant vandalism, use of property to cause harm - Defacing property with graffiti that targets an individual or which seriously interferes with the safety and wellbeing of others - Taking items without permission - Use of phone to record an event with intent to cause harm.	Significant damage to property and use of property that causes distress - Causing significant damage to costly property e.g. computers, windows, chairs, doors - Sharing video footage with the intent to cause harm.
Class refusal	Absconding with independent return - Late following the bell, without a valid reason e.g. too long in the toilets, repeatedly being asked to move off when bell has gone.	Absconding within sight, repeatedly late to class - Repeatedly leaving without permission, being late without valid reason (longer than 5 minutes) - Roaming outside classrooms in sight/ with an adult but not compliant.	Absconding out of sight, causing disruption to others - Absconding/ being out of class without permission and not in sight of an adult. - Disrupting the learning of others or encouraging others to leave their classroom.	Absconding outside of school, aggressive behaviour - Leaving school grounds and refusing to return - Behaving in an aggressive, unsafe or defiant manner when asked to return.
Violence	Physical contact/ accidental rough play - Shoulder barging/rough play - Patting/tapping another student to annoy them or after being asked to stop - Being overly affectionate towards another student without permission - Intentionally throwing things.	Physical aggression that results in no/minimal harm - Student impulsively lashing out (as retaliation or without thinking) that results in minimal or no harm - Throwing things aggressively or in a targeted manner.	Causing actual physical harm that also impacts wellbeing Premeditated or hostile fighting or coercing others to fight (pushing, hitting, kicking, tripping, punching, pulling hair, scratching, throwing objects) that results in injury, or which seriously interferes with the safety and wellbeing of others.	All-in brawl, extreme violence Multiple students involved in deliberate/ hostile fighting that results in injury or which seriously interferes with the safety and wellbeing of others.

6. Whole School Approach Across the Care Continuum

We implement a **whole-school approach to behaviour support**, ensuring that every student receives the right level of support, from preventative strategies to targeted interventions and intensive support for those who need it.

Key Components:

- 1. Universal Supports:** These include clear behavioural expectations, explicit teaching of social-emotional skills, and the promotion of positive behaviours across the entire school.
- 2. Targeted Supports:** For students who need extra support, we provide small group interventions, social skills training, and behaviour plans to help them succeed.
- 3. Intensive Supports:** For students with ongoing behavioural challenges, individualised behaviour support plans are developed. These plans may involve the collaboration of external agencies, such as child psychologists or social workers, to address underlying issues.

By adopting this continuum of care, we ensure that all students have access to the support they need to succeed.

Care continuum	Strategy/program	Details	Audience
Prevention	Child Protection NSW	Teaching child protection is mandatory in all NSW schools	Students K-6
Prevention	The Resilience Project	The Resilience Project contains a variety of lessons that deliver emotionally engaging programs and provide evidence-based, practical wellbeing strategies to build resilience.	Students K-6
Prevention	What Works Best Toolkit	Teachers follow carefully the What Works Best document to support all students	Students K-6
Prevention	Australian eSafety – Toolkit for Schools	Supports school communities in	Everyone

		maintaining safe online learning environments.	
Early Intervention	Learning and Support	The LST (principal) works with the school counsellor, teachers, students and families who need extra support (ILPs, PLPs or Behaviour Support Plans). Where required, the Team Around A School will be contacted.	Everyone
Targeted/ Individual Intervention	Attendance	The LST (principal) and SAM closely monitor attendance across the school. A whole school attendance policy has been developed.	Everyone

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

Planned responses to behaviour that does not meet the expectation of the Ganmain Public School Behaviours - Respect, Responsibility and Bringing Your Best are managed by the teaching staff or the Principal where required.

- Teacher managed - low level appropriate behaviour is managed by teachers in the classroom and playground.
- Principal managed - behaviour of concern is managed by the executive *Refer to Whole School Behaviour Management Process Chart

7. Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour are uploaded on the school system School Bytes – Wellbeing section.

The NSW Department of Education [Student Behaviour and Suspension and Expulsion policies](#) and procedures apply to all NSW Public Schools.

Responses to all behaviours of concern apply to Ganmain Public School students that occur include:

- at school
- on the way to and from school
- on school-endorsed activities that are offsite
- 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, mobiles and/or other technology involving another student or staff member.

For the school response to bullying please see the following pages.

BULLYING RESPONSE

**ACTIONS TO TAKE WHEN RECEIVING A REPORT ABOUT STUDENT BULLYING AS
OUTLINED AT
BULLYINGNOWAY.GOV.AU**

- Reassure them that you will try to help them.
- Avoid minimising the issue or saying dismissive things that imply the issue is not important.
- Find a suitable place to talk or make a time to discuss the problem privately.
- Ensure that your voice is calm and your body language is open as you listen.
- Listen without interrupting, using only encouraging questions or sounds to show you are listening.
- Only after you have heard their whole story should you ask specific questions if you need more details.
- If they haven't already told you, ask the student when, how and where the bullying happens, including:
 - what words have been said or written
 - has anyone been physically hurt and how
 - who is usually around
 - who else have they told about this
 - if it is happening online, ask if there is any evidence of what has happened.
- Ask questions to help you distinguish between single incidents of conflict and an ongoing pattern of bullying.
- Write down the information or ask an older student to write down the details themselves and give it to you.
- Reassure the student it's never okay to be bullied.
- Reassure the student it is not their fault that the other person is behaving in such a way.
- Praise the student for speaking out, acknowledging that talking about it takes lots of courage.
- Ask the student what they want you to do and whether they want you to do anything at this stage.
- If they want your assistance to stop the bullying, tell them you will follow your school's policy for investigating and responding to their report.
- Reassure them that the school takes this seriously and advise when you will get back to them.

Ask the student if they feel safe in the short term in case you need to take preventative safety measures.



BULLYING RESPONSE

RESPONSIVE STRATEGIES TO TAKE WHEN INSTANCES OF STUDENT BULLYING ARE DETERMINED TO HAVE OCCURRED ARE LISTED BELOW.

Responsive Strategies for bullying will be consistent with the Department's Bullying Prevention Initiatives Behaviour Management Plan and may include:

- direct sanctions: verbal reprimands, meetings with parents, temporary removals from class, withdrawal of privileges, detentions, and, in some serious cases, suspension.
- restorative practices
- mediation
- support group method
- the method of shared concern.

MORE INFORMATION ON THESE RESPONSIVE STRATEGIES CAN BE FOUND AT "ANTI-BULLYING INTERVENTIONS IN SCHOOLS – WHAT WORKS?"

8. Reporting and Recording Behaviours of Concern

All behavioural incidents, both minor and major, are recorded in the **School Bytes** system. This system allows for accurate tracking of student behaviour over time, helping us identify trends and provide targeted interventions where necessary.

Teachers are required to report incidents promptly and to note any follow-up actions taken. The information is used for ongoing monitoring and to inform discussions with parents, as well as for annual reviews.

Staff will comply with reporting and responding processes outlined in the:

- [Student Behaviour and Suspension and Expulsion policies and procedures](#)
- [Incident Notification and Response policy and procedures](#)
- [eSafety commissioner](#) (cyberbullying reported by students/parents/carers)
- [eSafety guide](#) (reporting links for most sites, games and apps)

Serious behaviour concerns will be discussed with the Director of Educational Leadership, Principal and Learning and Wellbeing team including the school counsellor where necessary.

9. Detention, Reflection, and Restorative Practices

Detentions are used as a consequence for serious behaviours but are always accompanied by reflection. During detention, students will complete reflection tasks where they:

- Reflect on the behaviour that led to the detention.
- Consider the impact of their actions on others.
- Develop strategies to prevent the behaviour in the future.

Restorative practices focus on repairing harm and rebuilding relationships. This could involve restorative circles or individual restorative conversations.

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 varies at our school according to the age and development of the student.

10. Whole School Behaviour Management Process

The behaviour management process at our school is structured into several key stages:

1. **Prevention:** Proactively teaching behavioural expectations and providing students with the tools they need to succeed socially and academically.
2. **Intervention:** Addressing minor behavioural incidents with appropriate interventions such as verbal warnings or in-class time-out.
3. **Restoration:** Using restorative practices to help students understand the impact of their behaviour and to make amends.
4. **Consequences:** When necessary, consequences such as detentions or suspension are applied in a fair and consistent manner.

The purpose of whole school behaviour management processes is to create consistency across all classrooms K-6 and clear communication to students about whole school processes to all students. This involves a coordinated approach to behaviour management includes:

1. Consistent expectations: Whole school behaviour management processes ensure that all classrooms K-6 have consistent behaviour management processes. This means students understand behaviour management processes regardless of which classroom they are in. Consistent expectations and processes help students feel secure and supported, which can promote positive behaviour.

2. Consistent consequences: Whole school behaviour management processes ensure that consequences for inappropriate behaviour are consistent across classrooms K-6. This helps to ensure that all students are treated fairly and that inappropriate behaviour is addressed consistently.

3. Collaboration: Whole school behaviour management processes involve collaboration between all members of the school community, including staff, students, and parents. This collaboration helps to ensure that behaviour management processes are effective and that everyone is working towards the same goals.

The whole school behaviour management process is outlined on the following page, including an additional process utilised in alignment with students' individual learning plans and targeted intervention strategies. This process is utilised in conjunction with the classroom behaviour visuals.

Whole School Behaviour Management Process Chart



BEHAVIOUR MANAGEMENT PROCESS



1

Teacher Instruction

The student is redirected toward positive classroom or playground behaviour

2

Teacher Firm Instruction

The student is given explicit instruction including the consequences if the instruction is not followed.

3

Time out - 5 minutes

If the poor behaviour continues, the student is moved to 5 minutes of time out in the reflection space in the classroom or away from other students in the playground.

4

Buddy Room / Executive

Any timeout requiring more than 5 minutes will involve the student moving to another classroom or time with an executive member. This behaviour is to be noted on School Bytes and the teacher will contact parents.

5

Principal Intervention

This involves removal from the playground and timeout with the principal. Reflection sheets/discussions with the Principal are to take place and parents are contacted. Details will be recorded on School Bytes. Further consequences to be applied as appropriate.

11. Celebrating Positive Behaviours

Celebrating positive behaviour is integral to maintaining a positive school culture. Some of the ways we celebrate students include:

- **Praise:** Verbal recognition and acknowledgment of students who display positive behaviour.
- **Awards:** Certificates, Dojo points, and other tokens of recognition for consistent positive behaviour.
- **Special Events:** Social events such as morning teas, milkshakes or "positive behaviour" assemblies for students who consistently model good behaviour.

By celebrating positive behaviours, we encourage a culture of respect and responsibility.

12. Merit Award System

The **Merit Award** rewards students for positive behaviours and academic achievements. Merits are awarded for:

- Demonstrating the core values of the school.
- Contributing positively to the school community.
- Completing tasks with effort and excellence.
- Consistently excellent or improved attendance.

Students receive these merits at whole school assemblies that occur twice per term.

13. Classroom Climate

A positive classroom climate is essential for fostering positive behaviour. Teachers are encouraged to:

- Set clear and consistent expectations.
- Build strong, trusting relationships with students.
- Foster an inclusive and supportive learning environment.
- Use a variety of teaching strategies to engage all learners.

By creating a positive and inclusive classroom environment, teachers help prevent disruptive behaviour and encourage students to engage in learning.

14. Minor Negative Behaviours

Minor negative behaviours are addressed immediately by staff through techniques such as:

- **Verbal Warnings:** A prompt reminder of expectations.
- **Redirecting Behaviour:** Offering an alternative course of action to help the student refocus.
- **Time-out:** A brief time-out within the classroom for students to reflect on their behaviour.

The goal is to correct the behaviour in a way that is supportive, rather than punitive.

15. In-Class Time-Out

In-class time-out provides students with a brief opportunity to calm down and reflect on their behaviour before returning to classroom activities. This strategy helps students regain composure and prevents the escalation of negative behaviour. If in-class timeout or poor behaviour choices result in work not being completed, the student must complete the work at the next break.

16. Reflection

Reflection is a key part of our behaviour management strategy. If a student continues to demonstrate negative minor behaviours, they will take part in a reflection session with an executive member at the next break. Students will:

1. Reflect on their actions and the impact on others.
2. Identify alternative behaviours they could have used.
3. Set goals for future behaviour.

Reflection is facilitated through individual discussions with staff and/or using structured reflection sheets. This will be recorded on School Bytes and parents/carers will be contacted.

* If a student demonstrates a major negative behaviour, they will move straight to a reflection session and their parent/carer will be contacted.

17. Recording Major Negative Incidents: School Bytes

Major negative incidents are recorded using **School Bytes**, a digital platform that allows staff to log incidents in a structured manner. The system tracks:

- The nature of the incident.
- The action taken.
- The consequences imposed.

This data is used to monitor patterns in behaviour, to inform ongoing interventions, and to communicate effectively with families.

1. Click on the wellbeing icon/tab located on the left of the screen

2. Click on the 'Incidents' tab

● Here you can view all recorded incidents and create new incidents

3. Click on the blue 'Create Incident' button located at the top right of the screen (See *Figure 1*)

Figure 1

School Bytes

Boree Creek Public School

Search students

Sign in

Happer, Matthew

Dashboard

Academic Reports

Attendance

Basic Comms

Calendars

Event Management

Finance

Forms

Medical

Meetings

Resources

Task List

Wellbeing

Students

Incidents

Suspensions

Communications

Student Plans

Reporting

Configuration

Incidents

Wellbeing > Incidents

+ Create Incident

With selected

Filtering options (click to expand)

Show 10 entries

Search:

	ID	Incident date	Resolution date	Incident	Wellbeing type	Students Involved	Created by	Actions
☐	69050	08/02/2024	08/02/2024	New asthma puffer	Information data		Wendy Patey	ViewEditRemove
☐	65873	02/02/2024	02/02/2024	Communication RE Bus Subsidy			Matthew Happer	ViewEditRemove
☐	66244	02/02/2024	05/02/2024		Information data		Wendy Patey	ViewEditRemove

Showing 1 to 3 of 3 entries

Previous

1

Next

4. Fill in the **Incident** box – Short description i.e. Physical violence, non-compliance, verbal abuse etc

5. Record full details of the incident in the **Incident description** box

Create incident

 Step 1: Incident details

Incident *

Created by *

Matthew Happer

Date of incident *

09/02/2024

Time

Location

Other location

Notifications

Recipients

Documents

Browse ...

Uploaded documents

No documents uploaded

Incident description *

☐ Incident is confidential

Step 1

Step 2

Step 3

Step 4

Close

Prev

Next

6. Select the student(s) from the participant drop down menu, and the role they played in the incident – *Victim, Aggressor, Involved, Witness*

Create incident

 Step 2: Participant details

Incident

cc

Participant *	Role *	Wellbeing category	Wellbeing type *		Note	
Student	Involved			-		

Add participant

Step 1

Step 2

Step 3

Step 4

Close

Prev

Next

7. Record the outcome

Create incident ✕

 Step 3: Outcomes (optional)

Participant	Role	Outcome	Outcome note
Dallas Gooden	Involved		

Step 1

Step 2

Step 3

Step 4

Close

Prev

Next

8. Record any final notes in the Resolution note's box

Create incident ✕

 Step 4: Resolution details (optional)

Resolution date

Resolution note

☐ Incident is resolved

Step 1

Step 2

Step 3

Step 4

Close

Prev

Submit

18. School Evaluation Systems / Annual Reviews - TTFM

The **Tell Them From Me (TTFM)** survey is used annually to gather feedback from students, staff, and parents about the effectiveness of the school's behaviour management strategies. This feedback is essential for:

- Identifying areas for improvement.
- Reviewing our behaviour support processes.
- Making data-informed decisions for the upcoming year.

Annual reviews ensure that our behaviour management plan remains relevant and effective.