

Garden Suburb Public School Behaviour Support and Management Plan 2025

Overview

Garden Suburb Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, The Resilience Project, Rock and Water and Seasons for Growth.

School Vision

Garden Suburb Public School, we strive for excellence in an inclusive environment where all students and teachers are supported to achieve success and their personal best. Teachers, parents and students work in partnership for learning and collaboratively empower all students to become respectful and responsible learners. We support the development of student growth and wellbeing with a valued approach to culture and community.

In order for all of our students to be known, valued and cared for there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

Promoting and reinforcing positive student behaviour and school-wide expectations

Garden Suburb has the following school-wide rules and expectations:

RESPECT	RESPONSIBILITY	PERSONAL BEST
 Kind words, kind actions	 Right place, right time	 First time, every time
 Eyes on, ears on	 Safe hands, safe feet	 Do your best, be your best

GARDEN SUBURB PUBLIC SCHOOL

NON-CLASSROOM SETTINGS MATRIX



All Settings	Eating Areas	COLA	Play Equipment	Area 1 Concrete	Bottom Oval	Multi-Purpose Court	Canteen
RESPONSIBILITY							
- Be prepared and ready to learn - Care for the school environment - Be in the right place at the right time - Own your actions	- Sit and eat in designated area - Stay seated during eating time - Eat own food only	- Walk, walk, walk - Keep hands and feet to self - Stay in bounds	- Only use play equipment at lunch and recess - Use play equipment appropriately	- Wear your hat - Walk, walk, walk - Small balls only	- Wear your hat - Wait for Area 3 teacher - Stay in bounds - Return equipment quickly	- Wear your hat - Wait for Area 2 teacher - Stay in bounds and off fences - Return equipment quickly	- Buy at the right time - Only buy for yourself
RESPECT							
- Listen attentively - Speak politely and be kind - Allow others to play and learn - Be honest	- Place rubbish in correct bins - Wait for teachers to let you to play	- Speak politely - Put rubbish in correct bins - Listen and follow teacher's instructions - Small balls only	- Take turns - Be aware of others - Food free zone	- Share play spaces - Use equipment appropriately	- Food free zone - Share play spaces - Use equipment appropriately	- Food free zone - Share play spaces - Use equipment appropriately	- Wait patiently behind the white line - Join the end of the line - Be polite
PERSONAL BEST							
- Fair, share, care - Make positive choices - Dress with pride - Try your best at all times	- Pack away lunch boxes - Keep area clean and tidy	- Play by the rules - Encourage others to join in	Play the right game in the right area	- Play the right game in the right area - Be a good sport	- Encourage others to join in - Play by the rules - Be a good sport	- Encourage others to join in - Play by the rules - Be a good sport	- Make healthy choices - Leave quickly once served

GARDEN SUBURB PUBLIC SCHOOL

NON-CLASSROOM SETTINGS MATRIX



Toilets/ bubblers	Assembly	Transition Times	Lines	Office	OOSH/ Buses/ late pick up	Sports Shed
RESPONSIBILITY						
- Flush toilet and wash hands - Be quick and leave promptly - Use toilets and bubblers sensibly	- Walk quietly when entering and exiting - Sit sensibly in class lines	- Walk directly to and from areas - Walk in two, quiet lines - Use stairs and railings appropriately	- Respond to the bell - Collect all of your belongings - Be on time to class lines - Sit quietly in two lines	- Enter and exit quietly and sensibly - Stay in front office unless instructed - Have notes or message prepared	- Be on time - Sit quietly on the verandah - Walk sensibly in bus lines - Stay seated and buckle up	- Sports leaders only - Wait your turn - Return borrowed equipment quickly
RESPECT						
- Respect other's privacy - Turn off taps - Leave area clean	- Applaud appropriately - Sing with pride - Wait for teachers instructions	- Respect other's learning time - Listen to instructions - Wait for your teacher	- Food and play free zone - Wait quietly for teacher - Hands and feet to self - Respect other's space	- Speak politely using manners - Wait patiently for your turn - Follow instructions	- Listen and follow teacher's instructions - Food and play free zones	- Keep equipment organised - Look after equipment
PERSONAL BEST						
- Leave food and drink outside - Report misuse of area	- Show whole body listening - Keep hands, feet and equipment still	Be a positive role model	- Use the toilet/ bubbler before the end of play - Be a positive role model	- Stand calmly and sensibly - Return to class quickly	- Represent our school with pride - Enter and exit the bus safely	Always use manners



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

INFORMAL AWARDS

The following forms of awards/rewards are given out to students frequently throughout the year to recognise those students displaying positive behaviour, working consistently in class and trying their best.

Dazzlers

Fast, free and frequent reward tickets. Students receive Dazzlers in the classroom and playground for displaying our school values and expectations. ALL staff should hand out Dazzlers frequently. Dazzlers are placed in a raffle that is drawn weekly. One Dazzler is drawn from each class on Monday morning. Students drawn from the raffle enjoy a Milkshake Monday with the Principal or a PBL Paddle Pop. All Dazzlers from each weekly raffle are then placed into a large barrel for an end of term super raffle.

FORMAL AWARDS

The following forms of awards/rewards are given out to students frequently throughout the year to recognise those students displaying positive behaviour, working consistently in class and trying their best.

PBL Merit Awards (Respect Award, Responsibility Award and Personal Best Award)

PBL Merit Awards (Respect Award, Responsibility Award, Personal Best Award) are handed out at fortnightly whole school assemblies. These awards are designed to recognise students consistently displaying the school's expectations of respect, responsibility and personal best. Each class teacher may hand out 6 awards each fortnight.

Bronze, Silver and Gold Awards

PBL Merit Awards are collected throughout the student's schooling to achieve bronze, silver, and gold awards.

Achievement of PBL Merit Awards (any expectation) result in the achievement of Bronze, Silver and Gold Awards.

4 PBL Merit Awards = Bronze Award

6 PBL Merit Awards = Silver Award

8 PBL Merit Awards = Gold Award

Teachers are required to write out 6 awards each fortnight and place the awards in the PBL Awards folders (located in the staffroom) before Thursday. The office will record



awards recipients and track when students are eligible for a Bronze, Silver, or Gold Awards.

Principal's award

The Principal's Award is given to a student when outstanding citizenship is demonstrated.

- * The Principal's Award recipient will be decided in the staff communication meeting.
- * The award will be handed out at the fortnightly whole school assembly.
- * The recipient's photo will be put in the newsletter.

PBL Recognition Days

- * Recognition Days are held each term for students displaying the school's expectations. The Recognition Days will be a combination of no cost events and costed events.

PLP awards

- * PLP awards are awarded to students who achieve or who show great determination towards their Personalised Learning Pathway goals. These are awarded at the fortnightly school assembly.

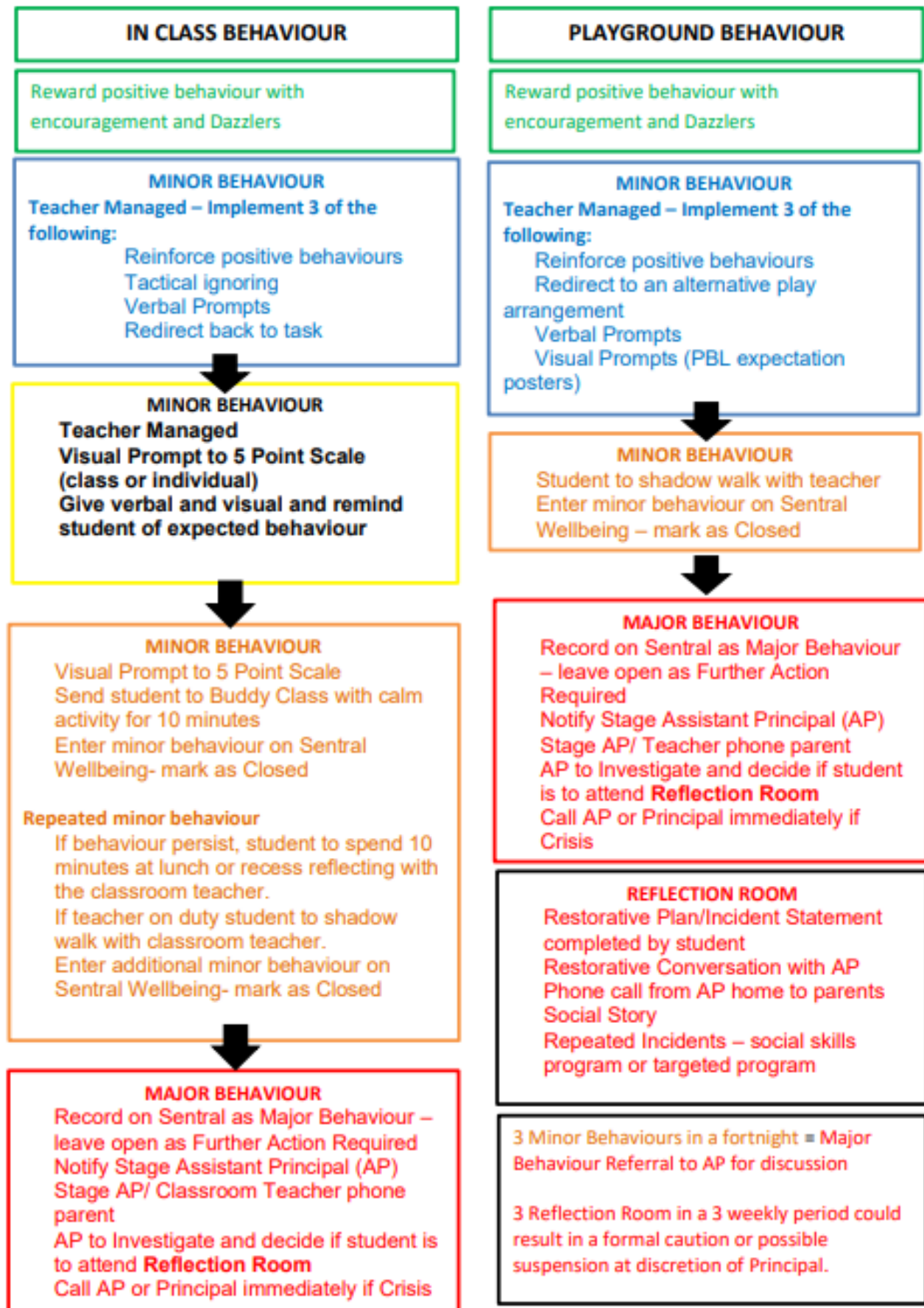
GEM award

- * The Gem award is awarded to a student who shows great commitment to The Resilience Project. This award is given at fortnightly assemblies and decided on by whole staff at the staff communication meeting. Students will have a profile placed in the newsletter.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Garden Suburb Public School
Universal Behaviour Management Guide 21.03.2024



Garden Suburb Public School
Behaviour Consistency Guide 21.03.2024

<u>Physical contact/ rough play</u> Grabbing at body/ clothing Jostling Intention to <u>connect</u> Provoke a response eg; pushing and <u>shoving</u> Striking closed fist Striking open hand or kick Pursuing to strike Assault of a teacher/student	<u>Arguing</u> Muttering/ backchat Low level lying Low level negative comment Sustained arguing/ <u>backchat</u> Lying to deflect blame or accept <u>responsibility</u> Challenging manners/compliant Verbally aggressive	<u>Teasing/ Intimidation</u> Isolated name calling/ put <u>down</u> Repeated name calling/ put <u>down</u> Sustained name calling Sustained put <u>downs</u> Threatening harm	
<u>Swearing/ Inappropriate language</u> Swearing as an exclamation Amongst peers Directly at a peer Highly inappropriate language Directed aggressively at <u>peers</u> Directed at <u>adults</u>	<u>Damage of Property</u> Careless use/ accidental breakage School property Other people's property Major/ intentional damage to school or personal property	<u>Inappropriate use of Technology/ equipment</u> Using equipment at the wrong time or the wrong way Phone use during school <u>hours</u> Reckless misuse of equipment Persistent use of phones during school hours Accessing inappropriate content Sustained misuse Potential risk to others	
<u>Out of bounds/ absconding</u> In the wrong place at the wrong time Leaving an area without permission Intentionally out of bounds Absconding from class Leaving school grounds Repeatedly out of bounds	<u>Personal Privacy</u> Playing in toilets Invading privacy Inappropriate behaviour	<u>Defiance</u> Intentional distraction Slow to comply with <u>request</u> Repeated refusal to <u>comply</u> Aggressive refusal to comply	
<u>Hats</u> Not wearing a hat Refusal to go to covered area when not wearing <u>hat</u> Stealing other student's hats	<u>Theft</u> Using personal equipment without permission Repeated use without permission Not returning after prompting Theft of other's equipment or belongings	Teacher Managed Prompt Redirect Reteach Choice	Consequence Walk with <u>teacher</u> Conference
		Teacher Managed Record on Sentral	Consequence Buddy Class Walk with <u>Teacher</u> (10mins)
		Assistant Principal Managed Record on Sentral	Consequence Reflection room Parents <u>notified</u> Suspension

RESPECT RESPONSIBILITY PERSONAL BEST
Everyone Everywhere Every time

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Lessons	Explicit lessons delivered weekly based on fortnightly data analysis collected on Sentral Monday morning check in assembly restating expectation and focus for the week	Whole School
Prevention	PBL Ambassadors	PBL Ambassadors are a student-based organisation designed to help promote school spirit, build leadership skills among students and provide a student voice in school decision making.	Whole School opportunity for leadership
Prevention	SRC	Combined meeting of students elected by their fellow students to represent all students in the school and provide Student Voice	Whole School Student Voice
Prevention	School Leaders	Year 6 Executive Team and Year 6 Sport House Leaders Student Leadership Team Charter	Year 6 Leadership
Prevention	The Resilience Project	Weekly lessons on positive mental health strategies to help students become happier and more resilient	Whole School
Prevention	Attendance	Attendance Procedures Implemented Attendance Flowchart Fortnightly meetings with HSLO	Whole School
Prevention	Events	Harmony Day Health Harold Interrelate Bullying No Way Cyber Safety Week NAIDOC Day	Whole School
Prevention	Cultural Group	Weekly exploration around Cultural Awareness and Immersion for Aboriginal Students	Aboriginal and Torres Strait Islander Students
Prevention	Dhinewan Mentoring? Cultural Awareness	High-quality mentoring program in culture, leadership and wellbeing to empower students to be confident, resilient and motivated to reach their goals and aspirations.	Whole School
Prevention	Rock and Water	Term 1 – Year 5 Boys and Girls Term 2 – Year 6 Boys and Girls Term 3 – Year 3 Boys and Girls Term 4 – Year 4 Boys and Girls Trained teachers to be deliver – CT to cover their classes (afternoon time slot)	Stage 2 and Stage 3

Care Continuum	Strategy or Program	Details	Audience
Prevention	Lunchtime activities	Teachers with an area of specific skill or interest run groups at lunchtime with the aim to give students alternate, supported spaces to spend lunch time.	Whole school
Prevention	Rostering High staff to student ratio on playground	Student:Staff ratio on playground maximised to support student need through data analysis fortnightly.	Whole school
Prevention	Breakfast Club	Provided for students in our Inclusive Education Classes to assist with positive engagement and behaviour.	Inclusive Education Setting
Prevention	VISI Training	All IE staff and SLSO's complete Day 1 of VISI training to enable staff to strengthen relationships, improve staff confidence and raise skills in managing difficult behaviours. Look to doing this for all staff as appropriate.	IE and whole school
Prevention	The Resilience Project	https://theresilienceproject.com.au/	Whole School
Early Intervention	Stage meetings	Opportunity during stage meetings to collaborate around supports required and appropriate strategies to try, for whole class or individual student behaviour. Time given for feedback around this and AP to decide when to take to the next level.	Whole class/individual students
Early Intervention	Whole Class 5 Point Scale	At the start of each Term teachers co-construct a 5 point scale for students to reference when feeling overwhelmed.	Whole class
Targeted Intervention	Learning and Support Team Referral	Completed alongside Assistant Principal – Opportunity to identify strategies and supports currently implemented and existing concerns.	Whole class/individual students
Individualised Intervention	Individualised 5 point scale for identified students	Individualised 5 point scale for identified students who require additional support around monitoring their feelings and behaviour.	Individual Students
Targeted Intervention	Project based learning	LaST program engaging Tier 2 students to assist with engagement and life skills.	Students identified by LST
Targeted	Social Skills	Ongoing small group intervention delivered by School Counsellor or Assistant Principal	Students identified by LST
Individual Intervention	School Counsellor Referral	Referral made through Learning and Support Team or requested by parents	Students identified by LST
Individual Intervention	Individual Support Plans	Co-constructed with families and carers around supports specific to students.	Tier 2 students

Care Continuum	Strategy or Program	Details	Audience
		Linked to PLaSPs and including SMART goals for behaviour adjustment.	
Individual Intervention	Behaviour Response plan	Co-constructed with families and carers based around strategies and supports for increased levels of disengagement and supports around this.	Tier 2 students
Individual Intervention	Risk Management Plans	Inward facing document completed with Principal/Assistant Principal support around managing risk with student behaviour within the school site.	Tier 2/3 Students
Individual Intervention	Anti Bullying Plan	Created with Individual Students and shared with families	Students identified by LST
Individual Intervention	Team around a school	Accessed via APLaS or Director	Students identified by LST
Individual Intervention	Access Requests Integration Funding	Completed by LST and Classroom teachers on needs basis	Individual Students identified by LST
Individual Intervention	Seasons for Growth	An innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss	Individual Students identified by LST
Individual Intervention	Interrelate Connect Mentor	Connecting and supporting students and their families to deal with challenges. Liaising with school and providing a one on one mentor for students.	Individual Students
Individual Intervention	Sensory Room Inclusive Education Classrooms	Students are able to use the sensory room when indicated on their 5 point scale. The option for a quiet sensory space is available to all students when deemed appropriate by classroom teachers.	Students In Inclusive Education Classrooms

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher-directed time-out Reflection time in another classroom – planned behaviour intervention to prevent an escalation of behaviour. Students on Individual Behaviour Support plans may have an alternative venue.	When student is unable to engage in learning in the classroom. To de escalate a situation. 5-10 minutes With Timer – No work	Classroom Teacher	In Sentral as a Minor
Self-directed time-out Enables the child to remove themselves from a situation or environment causing stress. Students on Individual Behaviour Support plans may have an alternative venue.	When student needs time away to prevent a situation from escalating. 5 -10 minutes With Timer – No work	Classroom Teacher as part of student's Individual Support Plan	In Sentral as a Minor
Reflection Room Classroom at lunch time to support the student(s) to reflect on their behaviour and make more positive choices. Reflection Proforma completed by student Restorative Questions asked	11:10-11:40 10 minutes eating time 20 mins reflection time.	Assistant Principal or Exec Staff	In Sentral as a Major
Alternate Reflection for Inclusive Classrooms Written into Individual Support Plans individual strategies based on student need School Story (social) implemented	Refer to individual support plan	Assistant Principal or Exec Staff	In Sentral as a Major
Restorative Practice School Story Proforma completed with AP based around restorative questions – when things go wrong or when someone has been hurt Students could write a letter, apologise, recognise where behaviour needs to change	Completed in reflection room	Assistant Principal or Exec Staff	In Sentral as a Major
Social Skills Building Reference to Wellbeing Library to support students to build needed skills	Lunchtime for consistent behaviours that need individualised reteaching opportunity 20 minutes	Assistant Principal or Exec Staff	Ongoing Majors in Sentral
Time Out – Formal Caution issued	3 or more Reflection Rooms over a 3	Principal	Formal Caution on Sentral



Action	When and how long?	Who coordinates?	How are these recorded?
	week period		

Partnership with parents/carers

Garden Suburb Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through our school Newsletters, Emails and Sentral Parent Portal.

Garden Suburb Public School will communicate these expectations to parents/carers by email, meeting and phone calls.

School Anti-bullying Plan

Please refer to our school website for our Anti-bullying procedures. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: February 2025

Next review date: February 2026