

School Behaviour Support and Management Plan

Overview

Geurie Public School is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged with their learning. Key programs prioritised and valued by the school community are: Student daily Check-Ins, Morning Circle, School Pledge and Principals and daily goal setting using the Life Skills Go platform are addressed daily to set the tone for positive learning experiences.

Partnership with parents and carers

Geurie Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through Three Way Conferences twice yearly and as required individual meetings.

Geurie Public School will communicate these expectations to parents/carers by personal phone calls and parent meetings.

School-wide expectations and rules

Principle -	Expectations -
Look, Listen, Learn	If I look and listen, I can learn and others can learn around me.
I'm OK, You're OK	If I treat people with respect they will treat me with respect.
No Play, No Play	If I don't play appropriately, there will be consequences. This is for safety, fairness and fun.
Eat Well, Live Well	Eating good food makes me happy, healthy and strong.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Pledge & Principles Morning Circle Sound classroom management practices Clearly defined codesigned expectations for all areas of the school. Parent check-ins (Gate Good Morning's and Goodbyes) Wellbeing Programs (Life Skills Go) Anti Bullying Education	Beginning our morning with a student lead whole-school revision of school wide expectations and positive wellbeing. A clear set of expectations are codesigned at the beginning of the year and reviewed each term. Classroom teachers explicitly teach and promote anti bullying strategies in their classroom.	Whole School
Early intervention	Learning Goals. Early and proactive communication with parents and carers.	Each student has a Personalised Learning Plan created in a Three Way Conference at the beginning of the year and reviewed each term. Phone calls are made to parents regarding behaviour issues as they arise, in order to minimise escalation.	Whole School
Targeted intervention	Learning/Wellbeing Team External wellbeing officers (APLs)	The GPS Learning/Wellbeing Team work with teachers and external wellbeing officers (APLs), students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families and staff
Individual intervention	Explicit communication with parents and	Students identified as 'at risk' of suspension due to escalating behaviours will be connected to a range of supports	A Few Students

Care Continuum	Strategy or Program	Details	Audience
	Wellbeing Unit, counsellor referrals, negotiated individual programs, individual student behaviour support and management plans.	and services to promote safe and positive experiences in the school setting.	

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

Responses to serious behaviours of concern

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Directed Time-Out	To be determined on an individual basis, but will not exceed 10 minutes without	Classroom teacher.	Wellbeing recording document.

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	review. Students will be allowed food and toilet breaks.		
Student Directed Time-Out	To be determined on an individual basis, in line of sight of the teacher. The time will not exceed 10 minutes without review.	Classroom teacher	Wellbeing recording document.
Parent Conversation	Determined on individual basis.	Classroom teacher	Wellbeing recording document.

Review dates

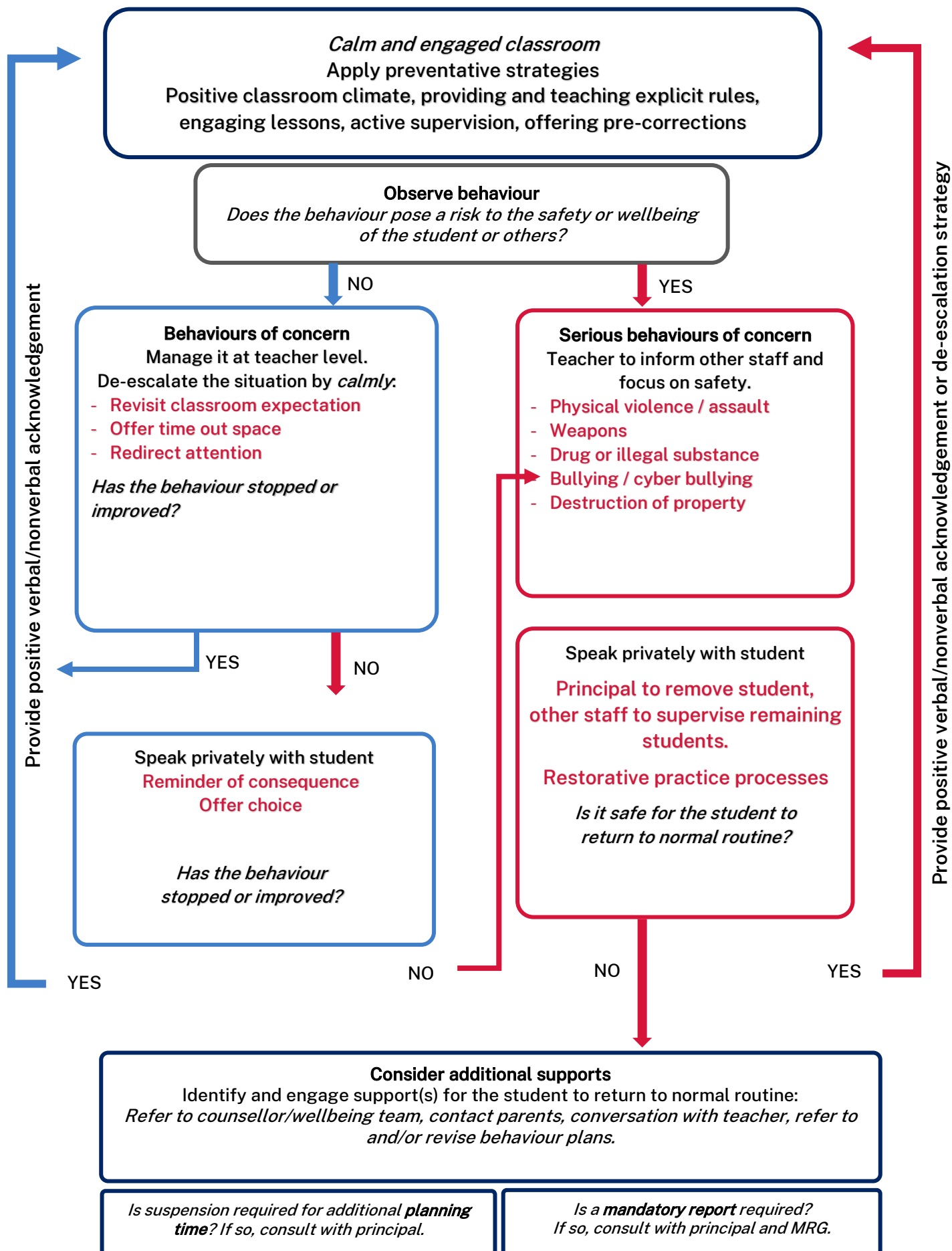
Last review date: 24/09/2024: Term 3, 2024

Last review date: 03/02/2025: Term 1, 2025

Last review date: 23/09/2025: Term 3, 2025

Next review date: 23/09/2026: Term 3, 2026

Appendix 1: Geurie Public School Behaviour management flowchart



Appendix 2: Geurie Public School Bullying Response Flowchart

