

# 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.	
	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 <a href="https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01">https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</a>. This document translated into multiple languages is available here: <a href="Behaviour code">Behaviour code for students</a>.

# 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 <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> 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

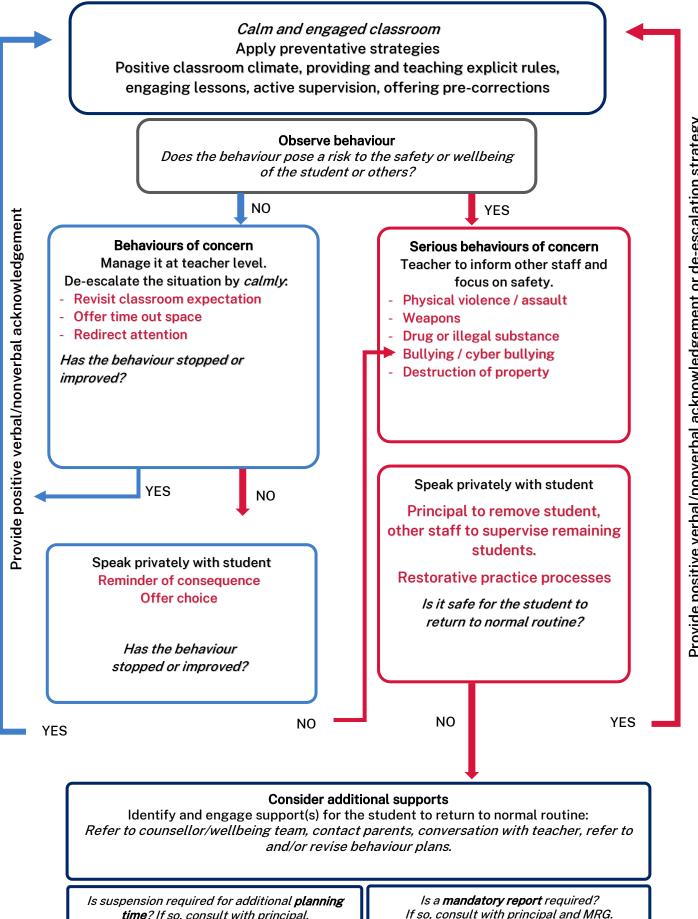
Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher Directed Time-Out	To be determined on an individual basis, but will not exceed 10 minutes without	Classroom teacher.	Wellbeing recording document.

Strategy	When and how long?	Who coordinates?	How are these recorded?
	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



time? If so, consult with principal.

#### Appendix 2: Geurie Public School Bullying Response Flowchart

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- •Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct
- •Enter the record in School Bytes Wellbeing Incident Report Register
- •Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- •Gather additional information from other students, staff or family
- •Review any previous reports or records for students involved
- •Make sure you can answer who, what, where, when and how
- •Clarify information with student and check on their wellbeing

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- •Evaluate the information to determine if it meets the definition of bullying (see above)
- •Make a time to meet with the student to discuss next steps
- •Ask the student what they believe will help address the situation
- Day 3: •Engage the student as part of the solution
  - •Provide the student and parent with information about student support network
  - •Agree to a plan of action and timeline for the student, parent and yourself

Day 4:

**Implement** 

Discuss

- •Document the plan of action in School Bytes Wellbeing Incident Report Register
- •Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student and check in regularly on their wellbeing
- •Seek assistance from student support network if needed

Day 5: Review

- •Meet with the student to review situation
- Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety
- Report back to parent
- •Record outcomes in School Bytes Wellbeing Incident Report Registe

Ongoing follow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in School Bytes Wellbeing Incident Report Register
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students