

NSW Department of Education

Gilgai Public School Behaviour Support and Management Plan

Overview

Gilgai Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe and respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, social emotional learning and inclusive practice underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our goal, key programs prioritised and valued by the school community are;

- You Can Do It! (YCDI)
- Life Skills Go
- Trauma Informed Practice

Our processes are based on the principle that students learn to take responsibility for their own actions. Consistent staff responses will guide students to understand the impact of their behaviour on themselves and others. This will assist students to learn from their experiences.

Gilgai Public School rejects all forms of bullying behaviours, including cyberbullying 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. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Gilgai Public School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through school surveys and consulting with the school's P & C Association
- using concerns raised through complaints procedures to review school systems, data and practices.

Gilgai Public School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

| Face the Task |
|-------------------------------------|
| Show respect to yourself and others |
| Keep hands and feet to yourself |
| Use kind words |
| Try your 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.

Gilgai Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievements of high quality teaching and learning. See the [Behaviour code for students](#) for more information.

Whole school approach across the care continuum

Gilgai Public School embeds student wellbeing and positive behaviour approaches and strategies across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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 students.

| Care Continuum | Strategy or Program | Details | Audience |
|--|--|---|--|
| Prevention | Breakfast club | The school runs a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections. | Whole school |
| Prevention | You Can Do It | Explicit teaching of the 5 Keys to Success | Whole school |
| Prevention | Life Skills Go | Strategies to recognise and prioritise positive wellbeing | Whole school |
| Prevention | Child protection | Teaching child protection is a mandatory part of the syllabus | Whole school |
| Prevention | PDHPE curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Whole school |
| Prevention | Employment of support staff | Supports the implementation of the school's approach to wellbeing. | Whole School |
| Prevention | National Day of Action Against Bullying and Violence (NDA) | Our school participates in the annual National Day of Action Against Bullying and Violence (NDA) on the third Friday in March every year. | Whole school |
| Prevention | R U Ok day? | Recognises and encourages people to reach out and ask for help if they are not feeling ok | Whole school |
| Prevention/ Early intervention/ targeted/ individual | Transition to Kindergarten | Safe and successful transition into kindergarten. | Pre-school parents, principal, class teacher, APCI |
| Prevention / Early intervention / Targeted / Individual | Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying | The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. | All students, K-6, families, staff |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------------|---------------------------------------|---|-------------------------------|
| Prevention and Targeted Intervention | Communication with parents | To increase parent's understanding of how our school addresses all forms of behaviour. | Students, staff, families |
| Prevention and Targeted Intervention | Cultural Program delivery | Targeted cultural programs and connections facilitated by appropriate school community members. | Students, staff, families |
| Targeted intervention | Attendance support | The principal convenes planning meetings with students and families to address barriers to improved attendance. School liaises with HSLO in acute situations. | School, students and families |
| Targeted / Individual intervention | Learning and Support | The LST works with teachers, students and families to support students who require personalised learning and support. | All |
| Individual intervention | Individual attendance programs | Tailored Partial Day Exemption attendance plans and structures negotiated with parents, students and the Team Around the School. | Parents, students, staff |
| Individual intervention | Individual behaviour support planning | Planning is done in collaboration with the student and their family with support from Team Around the School where needed. This can include individual behaviour support and risk management plans. | Individual students, staff |

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

Identifying behaviour 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.

Gilgai 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, for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

Gilgai Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations.

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

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour include;

- free and frequent – for everyday use by all staff in all settings.
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

Behaviour that does not meet school expectations are either teacher or executive managed.

Teacher managed behaviours are low level inappropriate behaviours managed by teachers in the classroom and playground.

Executive managed behaviours are behaviours that are of concern. When considering whether the behaviour is teacher or executive-managed, the risk to the safety or wellbeing of the students or others is considered

All corrective responses are recorded on School Bytes.

| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour | Targeted/Individualised Responses to behaviours of concern |
|--|---|--|
| <p>Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> | <p>Refer to school-wide expectations, YCDI Keys, Life Skills Go check in, emotional regulation visuals and supports so that the student can self-regulate.</p> <p>Incident to be recorded by teacher in School Bytes by the end of the day.</p> | <p>Seek help from the principal or other staff member if there is a risk to safety. Otherwise notify the principal ASAP.</p> <p>Incident to be recorded by Principal/ CT into School Bytes by the end of the day.</p> |
| <p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> <p>Students are acknowledged for meeting school-wide expectations and rules. This may include being recorded on School Bytes as a positive incident.</p> | <p>Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Incident to be recorded by teacher into School Bytes by the end of the day.</p> | <p>2. Principal/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.</p> <p>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p> <p>Incident to be recorded by Principal/ CT into School Bytes by the end of the day.</p> |
| <p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> * free and frequent * moderate and intermittent * significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on School Bytes as a positive incident/.</p> | <p>Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p> <p>Incident to be recorded by teacher into School Bytes by the end of the day.</p> | <p>Staff collects information and reviews the incident from multiple perspectives to determine the next steps.</p> <p>Principal to record incidents on School Bytes and contact parent/carer by email or phone.</p> <p>The principal may consider further action for e.g. formal caution/suspension.</p> |
| <p>Social-emotional learning programs are taught regularly or on a need's basis.</p> | <p>Teacher records on School Bytes by the end of the school day.</p> <p>Monitor and inform the family if repeated.</p> | <p>Refer to the school's Learning Support Team considering current and previous behaviour data.</p> |

| <p>Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p> <p>Information to be recorded on School Bytes by Learning and Support Team</p> | | |
|---|--|---|
| Teacher/parent contact | Teacher/parent contact | Teacher/parent contact |
| <p>Teacher contact through phone calls home is used to communicate student effort to meet expectations.</p> <p>Contact with families will be recorded by the teacher into School Bytes by the end of the day.</p> | <p>Teacher contact parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to the Learning Support Team may be discussed.</p> <p>Contact with families will be recorded by the teacher into School Bytes by the end of the day.</p> | <p>Parent/carer contact is made by LaST/ Principal to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p> <p>The principal records the family contact in School Bytes by the end of the day.</p> |

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- interview those involved (and witnesses)
- 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
- 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, parent portal, meeting)
- liaise with external support agencies or OOHC providers (as required)
- formal caution to suspend, suspension or expulsion.
- external support – The principal (or delegate) will seek advice and support from external agencies (for example, NSW Police, DCJ) for critical incidents or behaviours that require this additional response level.

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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

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? |
|---|--|------------------|----------------------------|
| Restorative practice – peer mediation. | Next break, or when staff mediators are available. | Principal | Documented in School Bytes |
| Restorative Conversation – a structured debriefing and planning after a significant event or behaviour of concern with an individual student. | Next day for class periods and break times | Principal | Documented in School Bytes |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following a breach in behaviour. The purpose is to assist the student to make positive choices and achieve the desired behaviour – individuals or groups. | Next break | Principal | Documented in School Bytes |

Review dates

Last review date: Week 1, Term 3, 2025

Next review date: Week 10, Term 4,

