

Gledswood Hills High School Behaviour Support and Management Plan

Overview

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Gledswood Hills High School (GHHS), we seek to create learning environments that enable students to be healthy, happy, engaged and successful. 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.

This Student Behaviour Support and Management Plan (SBSMP) reflects implementation of section 1.3 of the NSW Department of Education (DoE) [Student behaviour policy](#), which states that schools will develop behaviour support and management plans that include anti-bullying strategies and prioritise learning continuity for students. Our SBSMP is part of our framework for **Learning, Inclusion and Wellbeing (LIW)**. It is informed by the Alice Springs (Mparntwe) Education Declaration (2019), Our Plan for Public Education (2024), the state (NSW) Wellbeing Framework for School (2017), and federal (Australian Student Wellbeing Framework 2018) social and emotional learning frameworks that integrate evidence-informed practices including Positive Behaviour for Learning, trauma-informed practices and the principles of inclusive practice. Specifically,

- The [Alice Springs \(Mparntwe\) Education Declaration \(2019\)](#) sets out a vision for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. The Declaration places students at the centre of their education by emphasising the importance of meeting the individual needs of all learners, and outlines education's role in supporting the wellbeing, mental health and resilience of young people.
- The commitment of the NSW Department of Education (DoE) through [Our Plan for NSW Public Education \(2024\)](#) is that every student learns, grows and belongs in an equitable and outstanding education system. The DoE aims to strengthen student wellbeing so that every student is known, valued and cared for.
- The vision of the [Australian Student Wellbeing Framework](#) is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning. Themes include Leadership, Inclusion, Student Voice, Partnerships, Support
- The [NSW Wellbeing Framework for schools](#) is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development. Schools will achieve this through planning and decision-making at the local level to meet the needs of their students
- [ACARA's General Capabilities](#) of Personal and Social Capability, Ethical Understanding, and Intercultural Understanding

We acknowledge that students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. We apply a Multi-Tiered System of Support (MTSS), underpinned by the DoE's [School Excellence Framework – Version 3](#) and [The care continuum](#). This strategic, integrated whole-school approach includes a focus on prevention, early intervention, targeted and individualised interventions.

Partnerships with parents and carers

The DoE [School Community Charter](#) informs parents and carers on how to engage with NSW public schools. It focuses on collaborative, respectful communication. GHHS recognises the vital role of parents and carers in supporting student behaviour. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Using existing communication channels with the school community; for example, community consultation forums and the local Aboriginal Education Consultative Group (AECG) to support broader engagement and feedback.
- Using concerns raised through complaints procedures to review school systems, data and practices.
- From 2025, this will include parent/carers being able to participate in the 'Tell Them From Me' survey.
- Communication: Keeping parents informed through newsletters, social media, and the school website.

GHHS will communicate this SBSMP to parents/carers at enrolment. A copy can also be found on the school's website.

School-wide expectations

Students

To be learners with GRIT (Growth, Respect, Integrity, Teamwork).

			
Growth	Respect	Integrity	Teamwork
Embrace challenges, build resilience and work towards our goals.	Value self, others, our environment, and our community.	Act ethically and do what's right.	Collaborate, support each other, and be inclusive.
• Be ready to learn • Attempt tasks to the best of your ability • Seek advice	• Be kind and calm • Look after property and our environment • Wear correct uniform	• Think before you act • Be truthful and responsible • Lead by example	• Appreciate others and accept difference • Work together • Actively participate

GHHS has developed the above school-wide expectations matrix in partnership with the school community. It complements the DoE [Behaviour Code for Students](#) which outlines the expected behaviour for students. This document has been translated into [multiple languages](#).

Staff

There is a strong and dedicated focus on teaching and non-teaching staff behaviour in supporting student behaviour. We teach and model the behaviours we value in our students. The above below matrix also applies to staff.

We expect to see from all our staff the following adult behaviours: calmness, empathy, staff aiming for 'win/win' situations with students, catching students being positive, publicly recognising and praising good conduct, and genuine attempts to de-escalate situations

Adult behaviours we don't expect to see are aggression, shouting, and adults creating 'power struggles' with students.

Whole school approach across the care continuum

This section outlines GHHS's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention aligned to the Care Continuum.

Our practices include:

<i>Prevention</i>		
Strategy or Program	Details	Audience
Positive Behaviour for Learning Framework (PB4L)	Our whole school community works together to establish expected behaviours and teach them to all students. This is achieved through the GRIT matrix (above), targeted lessons to reinforce positive behaviour and data informed campaigns reflective of contextual needs.	All students All staff
Morning routine/check-in	Staff conduct daily check-ins with students, assessing readiness for learning	All students
Social and Emotional Learning (SEL) program	Students participate in the GROW (Getting Ready Our Way) program. This is a weekly timetabled lesson that addresses important SEL skills relevant to adolescents. GROW also encourages students to develop self-confidence through exploring skills relevant to the HPGE domains.	All students
PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	All students
Open communication with parents	To increase parents' understanding of how our school addresses all forms of behaviour.	School community members (students, staff, families).
Presentations on range of topics supporting students	Students will participate in a range of presentations from internal and external presenters building their understanding of how to support themselves and others. These will usually be timetabled within the GROW lessons. Examples include: Police Youth Engagement Officer, R U Ok? Day, White Ribbon Day (Respectful Relationships), National Day of Action Against Bullying and Violence (NDA)	All students.
Transition Year 6 into 7	Focusing on a safe and successful progression from primary to high school.	Incoming Year 7 students.
<i>Early & Targeted Intervention</i>		
Strategy or Program	Details	Audience
Learning, Inclusion and Wellbeing (LIW) Framework	A multi-tiered system of support identifying students struggling in the areas of learning, attendance, behaviour and wellbeing. LIW Team meetings fortnightly to discuss needs and action areas of concern. Focus is on Response to Intervention (RTI).	Students identified as needing additional support
Learning Support programs of support	Students participate in learning programs identified by the Learning and Support teacher aligned to need. Examples include MultiLit, Quicksmart .	Students identified as needing additional support
<i>Individual Intervention</i>		
Strategy or Program	Details	Audience
Individual behaviour support planning	Individual behaviour support planning. Includes: Personalised Learning and Support Plans (PlaSP), Personalised Learning Pathways, Health Care Planning.	Students requiring personalised support
Functional Behavioural Assessment (FBA)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies. This includes the design of Behaviour Intervention Support Plans (BISP) and Risk Management Plans (RMPs).	Students with significant behavioural challenges

Access to School Counselling	Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring support
Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students requiring multidisciplinary support

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 school expectations are in the first instance, either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed.

- **Teacher managed** – low level inappropriate behaviours are managed by teachers in the classroom and the playground.
- **Executive managed** – behaviours of concern are managed by school executive.

The NSW DoE defines 'behaviour of concern' as a 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.

Note: Where student behaviour poses a risk to the safety or wellbeing of the student or others, the executive are responsible for managing the situation.

Behaviours of concern are listed in the table below.

Growth	Respect	Integrity	Teamwork
Embrace challenges, build resilience and work towards our goals.	Value self, others, our environment, and our community.	Act ethically and do what's right.	Collaborate, support each other, and be inclusive.
Teacher Managed			
• No class work attempted • Repeatedly not having uniform or equipment • Behaviour that prevents others from learning • Repeated non-attendance (or Truancy (class) – partial and/or whole period	• Inappropriate language (e.g., swearing at or to peers) • Minor damage to school property (e.g. desk graffiti) • Non-serious but inappropriate physical contact (e.g. hands-on, push-shove) • Repeatedly not following staff instructions	• Inciting behaviour e.g. (online, in-person) that escalates a situation • Irresponsible use of equipment and/or technology (e.g. misuse of computer - gaming, continual use of mobile phone) • Unsafe onsite behaviour (e.g. running in buildings, out of bounds)	• Behaviour that deliberately undermines or discredits peers (e.g. gossip, exclusionary) • Inappropriate comments about or to others of a racist nature • Inappropriate comments about or to others of a homophobic or sexist nature
Executive Managed			
• Truancy offsite • Continual and persistent misbehaviour which disrupts the learning of self and/or others	• Excessive and/or repeated swearing, including directly at a staff member • Fighting with intent (e.g., punches thrown) • Deliberately damages/misuses school property (e.g. breaks window/computer, throwing furniture, throwing equipment which causes injury)	• Major technology misuse (e.g., filming, cyber-bullying, inappropriate material) • Vaping/smoking • Theft • Unsafe offsite behaviour • Plagiarism or cheating	• Persistent, serious and abusive harassment and/or bullying • Persistent or highly abusive language, comments, or actions of a racist nature • Persistent or highly abusive language, comments, or actions of a sexist or homophobic nature

To effectively support student behaviour, GHHS employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The school's Learning, Inclusion and Wellbeing Team is responsible for monitoring school-wide data in the areas of attendance, behaviour, learning, inclusive education, and wellbeing and coordinating a plan of support.

The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
PB4L program implementation: - GRIT behaviour expectations are taught and referred to regularly. - Students are acknowledged for meeting school-wide expectations and rules through the Positive Merit System.	- Teachers model behaviours and provide opportunities for practice. Teachers use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied (e.g. stay in for part of break, reflection.) - Staff use the Compass SMS to record incidents and strategies of support. This may include parent contact. - Behaviour data identified through LIW Team meetings for follow-up.	- Teacher and Executive managed behaviours identified above. - HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. - For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. - Staff use the Compass SMS to record incidents and strategies of support. This may include parent contact. - DP/P may consider further action; for example, a formal caution/suspension.
Restorative Practices: - Students taught about the importance of positive relationships and restorative practice as a strategy to support	- Teachers implement student-teacher conferences and oversee peer mediation between students to build relationships and create a supportive school climate.	- Head Teachers or the Deputy Principal oversees peer mediation between students to build relationships and create a supportive school climate.
Learning, Inclusion and Wellbeing Framework: - Students taught a range of SEL skills during GROW lessons	- Through the LIW Team, attendance, behaviour, wellbeing data monitored. - Students identified for targeted programs where applicable (e.g. anger management, social skills).	- LIW team work with the student, their family, and school counselling team for individualised support (e.g. school based or external counselling). - Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. - Team Around A School support may be sought.

Responses to serious behaviours of concern

GHHS adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process for serious behaviours of concern, including students who display bullying behaviour, includes the following steps:

- 1) Incident Management
- 2) Communication
- 3) Intervention and support using the framework of:
 - a. Analyse needs
 - b. Plan and coordinate support
 - c. Monitor and evaluate

These steps are summarised below:

1. Incident Management:

- Prioritise immediate de-escalation of behaviour: Staff are trained in trauma informed practice and a range of de-escalation strategies supporting student behaviour. The senior executive staff are trained in Verbal Interventions and Safety Interventions (VI/SI), which equips them with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved. If the behaviour poses a significant risk, executive or senior executive staff are informed to assist in managing the incident.
- Assessment and Support: Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- Compliance: Follow the [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) in all responses. For serious behaviours of concern, outcomes may include a formal caution to suspend, suspension or expulsion.

2. Communication:

- Document the Incident: All serious behaviours of concern are documented in Compass, including details of the behaviour, interventions used, and outcomes.
- Inform Parents/Carers: Parents/carers are promptly informed of the incident and the school's response. For serious behaviours of concern, the NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools. This may include a formal caution to suspend, suspension or expulsion.
- Team Debrief: Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support. This includes support for staff or other students impacted.

3. Plan and coordinate interventions and support

- Refer/monitor the student through the school's Learning, Inclusion and Wellbeing Team. This includes Tier 2 interventions such as the Positive Behaviour for Learning (PB4L) framework (Attendance, Learning Support, Wellbeing), or to the Tier 3 interventions for students who do not respond to the interventions and support in Tier 2, or those identified by the team as needing immediate and intensive high level support receive further individualized supports.
- Interventions may include:
 - *Develop or review individual student support planning*, including teaching positive replacement behaviour and making learning and environmental adjustments for the students.
 - *Functional Behavioural Assessment (FBA)*: Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
 - *Behaviour Intervention Support Plan (BISP)*: Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.
 - *Restorative Practices*: Conduct restorative conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour.
 - *School Counselling and/or External Agency referral*: Provide access to school counselling services and refer to external agencies if necessary for additional support.
 - *Collaboration with [Team Around a School](#) and other NSW Department support* (Complex Cases, Health & Safety as examples) for additional support or advice

4. Review and Follow-Up:

- Monitor Progress: Regularly review the student's progress and adjust the BISP as needed.
- Family Engagement: Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

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](#).

It is important to note that 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.

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.

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.

Refer to Appendix 1 – 'Bullying Response Flowchart' for more information

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned 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?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Up to 20 minutes of a 30 min break	School executive	On the school's SMS, Compass
After school detention – for repeated breaches of expected behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention). Parents will be contacted if there is an after school detention.	Up to 30 min at the conclusion of school	School executive	On the school's SMS, Compass
Restorative practice – peer mediation , or restorative conversations in groups	Scheduled as soon as all involved are available	LIW Team Member	On the school's SMS, Compass

Review dates

Last review date: 2 December 2024 (for Day 1, 2025 implementation)

Next review date: December 2025 (for Day 1, 2026 implementation)

Appendix 1 – Bullying Response Flowchart

The following flowchart explains the actions GHHS staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

