



# NSW Department of Education Glenfield Public School School Behaviour Support and Management Plan

## Overview

At Glenfield Public School, we are dedicated to creating a highly inclusive community where everyone belongs. We foster a safe, respectful and caring learning environment in which each student is known, valued, supported and empowered to reach their full potential. Our commitment to student wellbeing includes rejecting all forms of bullying, including online (or cyber) bullying, and promoting a culture of respect and inclusivity. Staff are dedicated to implementing evidence-based practices and strategies that establish a positive, welcoming climate where bullying is less likely to occur. Every member of our school community contributes to building a culture that values diversity, fosters positive relationships, and embraces high standards of behaviour and respect.

A key component of our supportive culture is cultivating respectful relationships and a collective ethos that does not tolerate bullying in any form — online or offline. Our school staff proactively and effectively respond to incidents of bullying, ensuring that every student feels safe, supported, and engaged. Through principles of positive behaviour support, trauma-informed and inclusive practices, and social-emotional learning, we encourage every student to actively participate, learn and contribute positively to both the school and our global community.

## Partnership with parents and carers

Glenfield Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting student and parent/carer feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P&C
- using concerns raised through complaints procedures to review school systems, data and practices.

Glenfield Public School will continue to communicate these expectations to parents and carers through the school newsletter, homework and school website. 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

Glenfield Public School has the following school-wide expectations and rules:

To be a safe, respectful learner.

Be Safe	Be Respectful	Be a Learner
Keep your hands and feet to yourself	Follow teacher instructions and be polite	Participate
Be in the right place at the right time	Care for the environment	Do your best
Walk on concrete and pathways	Wear your school uniform	Cooperate

## 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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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 school-wide 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning [PBL]	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture ( <a href="#">for more info</a> ).	All
Prevention	Playground bags	All teachers are provided playground bags for every duty that contain the following documents and resources: Playground Management Chart, Playground Area rules and PBL reward tokens.	All
Prevention	Casual Induction Packs	Casual teachers are provided Induction Packs containing the following documents: Playground Management Chart, Playground Area Rules, Glenfield PS Student Management Behaviour Process.	Casual Staff
Prevention	Child Protection	Mandatory unit across K-6: Child protection and respectful relationships education is the responsibility of the whole school community and is most effective as part of a whole school approach ( <a href="#">for more info</a> ).	All
Prevention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The eSafety Toolkit for Schools is designed to support schools to create safer online environments. The Toolkit is incorporated throughout Stage 2 KLAs with a focus on Science and PDHPE.  eSafety is regularly reported on in the school newsletter.	Stage 2 & School Community
Prevention	Peer Support	This program is organised and taught by Stage 3 students and provides them with the opportunity to develop their leadership skills. Students lead their small group of students for a term to work together to learn important skills including resilience, perseverance and teamwork skills.	K-6 Students
Prevention/ Individual intervention	Executive Playground Program	Members of the executive team work with identified students in various activities to ensure students are assisted in developing social skills and are supported on the playground.	All
Prevention/ Individual intervention	Transitions	Programs to assist students in different stages of their schooling including: <ul style="list-style-type: none"> <li>• Preschool visits - a teacher from GPS visits preschools and daycares</li> </ul>	Kindergarten & Year 6 Students

Care Continuum	Strategy or Program	Details	Audience
		around the area to give a Kindergarten taster lesson <ul style="list-style-type: none"> <li>• Playgroup - future students of GPS come into the school in an informal setting to interact with the school community</li> <li>• Kindergarten Orientation - incoming Kindergarten students attend three structured sessions to become familiar with school, staff and peers</li> <li>• Community of Schools - high schools in the local area with whom we have a partnership with host Year 6 students for transition activities</li> <li>• High School Workshops - Stage 3 staff facilitate in-school workshops in preparation for high school</li> </ul>	
Targeted intervention	Learning and Support Team [LST]	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, Identified Students & Families
Individual intervention	Individual behaviour support planning	Staff develop, implement, monitor and review behaviour plans after completing a functional behaviour assessment for students requiring additional support.	Staff, Identified Students
Individual intervention	Social Stories	Students who are identified as needing additional support are provided with social stories to assist with daily tasks and end of year school transitions.	Staff, Identified Students & Families

## 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.

Glenfield 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 the school counselling service.

Glenfield Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies used daily by staff to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement. As they develop mastery they respond to intermittent and long-term positive reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help learners and adults to focus on positive social behaviour
- enhance self-esteem and build an internal focus of control
- 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Complete an Executive Referral Form and send to the appropriate stage leader to seek immediate help from executive if there is a risk. Otherwise notify student's stage supervisor or executive ASAP before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.	3. 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider

		further action e.g., formal caution or suspension.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through Seesaw or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or Seesaw when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

### 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:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor/support 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)
- formal caution to suspend, suspension or expulsion.

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](#).

### Reflection and restorative practices

#### Restorative practice:

Students are supported through a reflection process to identify the action that occurred, the impact this had on those involved and strategies that could be implemented next time to avoid this issue in

the future. Students are also supported through a scaffolded apology if this is part of the required process. These conversations should be done at the earliest convenient opportunity.

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?
Student directed reset time - Students identify themselves if they need a break to regulate their emotions. Students go to an agreed upon space in the classroom and use negotiated strategies to regulate before rejoining the class.	When the student is emotionally heightened.  For as long as is needed or re-directed by staff.	Class Teachers
Teacher directed reset time - teachers identify the need for students to take a break and regulate their emotions or reflect on their choices. Students go to an agreed upon space in the room and use their strategies to regulate themselves before returning to the class. Teachers debrief with students at the earliest possible time.	When students is emotionally heightened or making inappropriate choices.  For as long as is needed but no longer than 10 minutes.	Class teachers and buddy class teacher if required
Social Skills - structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal
Monitoring play plan - upon returning to the classroom/playground students will be monitored in an agreed upon way. If students are given a monitoring card, it will be given to the teacher on duty in the area they are playing. Cards are collected at the end of each break.	Lunch and recess breaks	Assistant Principal and teacher on duty
Social Program - structured activities led by the Assistant Principal to assist students in building social skills and redirecting behaviours to desired ones, when playing with others.	Weekly	Assistant Principal
Alternate play plan – withdrawal from free choice play and re-allocation to classroom or separated play area for supervised play 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.	Next break	Assistant Principal

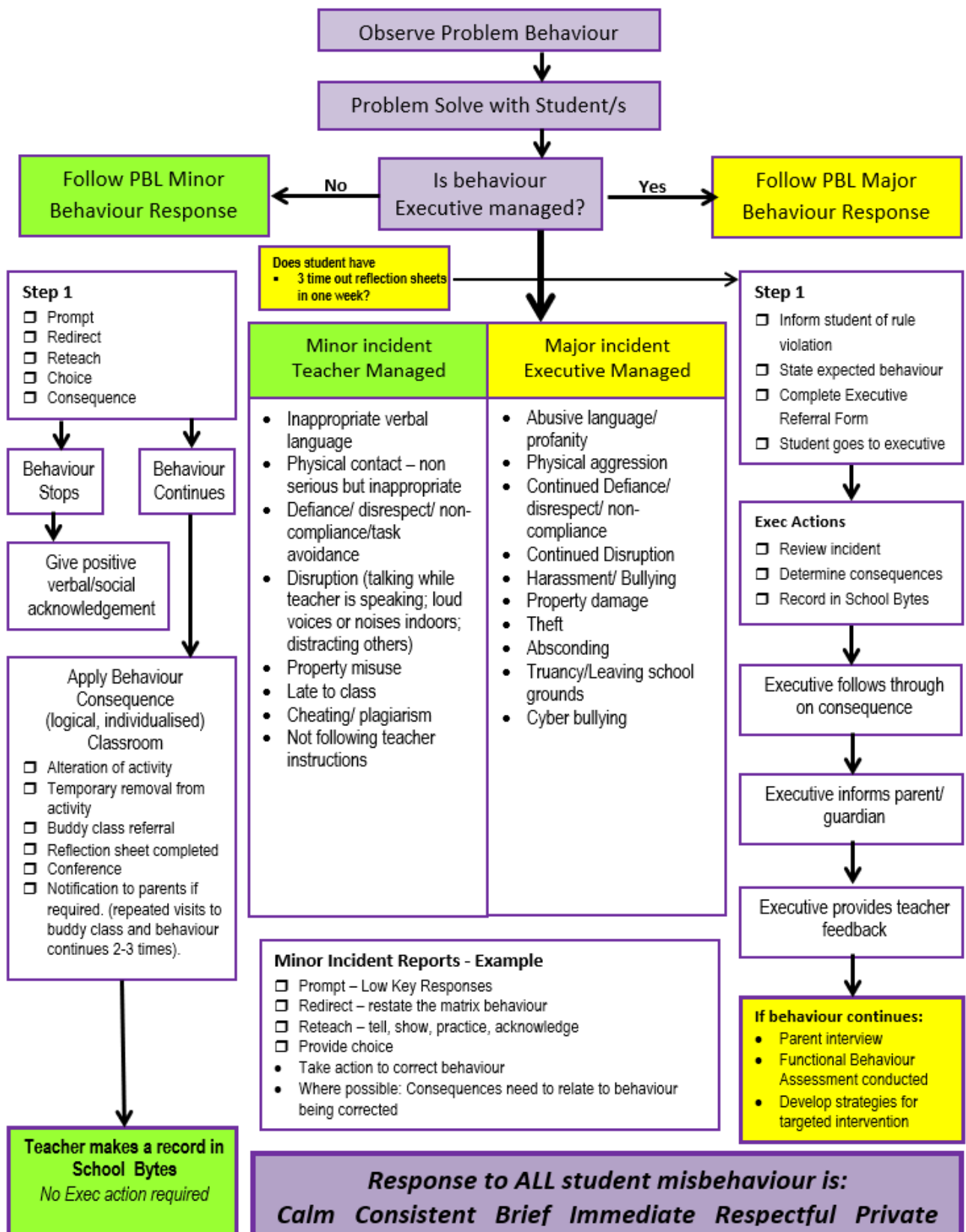
## Review dates

Last review date: 18.11.2024

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

## Appendix 1: Behaviour Management Process

### Glenfield PS Student Behaviour Management Process



## Appendix 2: PBL Matrix



# GLENFIELD PUBLIC SCHOOL PBL MATRIX

Be a safe, respectful learner



Area Expectation	All Settings	Playground	Equipment	Bus	Canteen	Toilets	Assembly	Library
<b>SAFE</b>	<ul style="list-style-type: none"> <li>* Keep your hands and feet to yourself.</li> <li>* Be in the right place at the right time.</li> <li>* Walk on concrete and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>* Stay in bounds.</li> <li>* Be sun smart.</li> <li>* Problem? Stop, Go, Tell.</li> </ul>	<ul style="list-style-type: none"> <li>* Wait for the teacher.</li> <li>* One person on the blue.</li> <li>* Stay clear of others on moving equipment.</li> </ul>	<ul style="list-style-type: none"> <li>* Stay seated in your bus lines.</li> <li>* Always wait for teacher instructions.</li> <li>* Follow the teacher to the bus.</li> </ul>	<ul style="list-style-type: none"> <li>* Line up sensibly.</li> <li>* Buy for yourself.</li> <li>* Allergy Aware! We never share.</li> </ul>	<ul style="list-style-type: none"> <li>* Wash hands carefully.</li> <li>* Leave food elsewhere.</li> <li>* Paper on the roll or in the bowl.</li> </ul>	<ul style="list-style-type: none"> <li>* Move in and around the area sensibly.</li> <li>* Hands and feet to yourself.</li> <li>* Sit still in class lines.</li> </ul>	<ul style="list-style-type: none"> <li>* Walk in the library.</li> <li>* Sit still on the computer chairs.</li> <li>* One person at a time on the wooden step.</li> </ul>
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>* Follow teacher instructions and be polite.</li> <li>* Care for the environment.</li> <li>* Wear your school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>* Be kind.</li> <li>* Keep the playground clean.</li> <li>* Include others.</li> </ul>	<ul style="list-style-type: none"> <li>* Ask the teacher's permission.</li> <li>* Follow the teacher's instructions.</li> <li>* Wait in line.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to the driver.</li> <li>* Respect others on the bus.</li> <li>* Stay seated.</li> </ul>	<ul style="list-style-type: none"> <li>* Wait your turn.</li> <li>* Be sensible while waiting.</li> <li>* Use your manners.</li> </ul>	<ul style="list-style-type: none"> <li>* Respect others' privacy.</li> <li>* Flush before you leave and turn the tap off.</li> <li>* Keep the toilets clean.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen and respond appropriately.</li> <li>* Clap politely.</li> <li>* Face the front.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen when someone is speaking.</li> <li>* Speak in an inside voice.</li> <li>* Put your hand up to ask a question.</li> </ul>
<b>LEARNER</b>	<ul style="list-style-type: none"> <li>* Participate.</li> <li>* Do your best.</li> <li>* Cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>* Play by the rules.</li> <li>* Make good choices.</li> <li>* Music = Line up.</li> </ul>	<ul style="list-style-type: none"> <li>* Be a role model for others.</li> <li>* Learn the correct way to use equipment.</li> <li>* Report incidents to the teacher on duty.</li> </ul>	<ul style="list-style-type: none"> <li>* Remember your Opal card.</li> <li>* Best manners.</li> <li>* Take your belongings.</li> </ul>	<ul style="list-style-type: none"> <li>* Be ready to buy!</li> <li>* Speak clearly.</li> <li>* Count your change and put it away.</li> </ul>	<ul style="list-style-type: none"> <li>* In out, don't mess about!</li> <li>* Promptly return to class or playground.</li> <li>* Report issues to a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>* 5L's</li> <li>* Steady stance, hands by side.</li> <li>* Listen to learn and enjoy.</li> </ul>	<ul style="list-style-type: none"> <li>* Be a role model for others.</li> <li>* Challenge yourself - choose a different type of book ☺</li> <li>* Bring your library bag!</li> </ul>

## Appendix 3: Behaviour Management Process - Classroom

### PBL in the Classroom

In the event of inappropriate student behaviour, staff are required to follow a series of steps to manage inappropriate student behaviour as outlined in the behaviour continuum. This system is followed consistently across classrooms and learning spaces.

#### Stop / Start Strategy

Teachers should implement various preventative strategies to manage behaviours. For continued inappropriate behaviour, e.g.: non verbal cues / vocal redirection / instruct / reinforce / warn

#### Level 1 - Formal Warning

Students' names will be moved to the next level on the class visual behaviour chart. This is a student's warning to stop undesired behaviour and can be given opportunity to correct to desired behaviour.

#### Level 2 - Thinking Chair Strategy

All classes have a designated time out space/thinking area in their room with the core values and the expectations displayed. When students are sent to the thinking area they are required to stay there for 3-5 minutes and think about what value (safe OR respectful OR learner) they need to improve on. Teachers direct students to the value on the chart they are to focus on during thinking time, for example: 'Whilst you are at the thinking chair, I want you to think about what you need to do to be safe'. When the timer goes off the teacher asks the student what they are now going to do when they join the rest of the class.

#### Level 3 - Buddy Class Strategy

In the event that students are sent to their buddy class for timeout, teachers are required to record this on School Bytes. During Stage meetings, teachers will discuss any students who have regularly required the Buddy Class Strategy.

#### Level 4 – Executive Intervention

If students continue to choose inappropriate behaviours after returning from the buddy class, then the teacher completes an Executive Referral form to send to the executive with the student.

#### Level 5 – Principal Intervention

If at any time, the undesired behaviour escalates or requires immediate support, please send for an executive member using your 'emergency' or 'executive' pass with respectful students to ensure support. In extreme circumstances, call office staff to alert principal.



**Appendix 4: Behaviour Management Process - Playground**

