



Education

Glen Innes Public School

Behaviour Support and Management Plan



Overview:

At Glen Innes Public School, we take pride in our school and learning, respect all and celebrate the success of our whole school and the wider community. We value high quality education in which all students are known, valued and cared for where every student and every staff member improves every year.

Glen Innes Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Trauma Informed Practice, and teaching of specific playground and classroom expectations.

The Student Behaviour Support and Management Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The GIPS School Behaviour Support and Management Plan supports the following Department of Education Policies:

- [Behaviour Code for Students](#)
- [Inclusive Education Reform – Student Behaviour Policy, Inclusive Education Policy for Students with a Disability, Restrictive Practices Policy and Procedures](#)
- [Wellbeing Framework](#)
- [School Excellence Framework](#)

Partnership with Parents/Carers

Parents and carers play an important role in the school community. The [School Community Charter](#) informs parents and carers on how to engage with NSW public schools. The school will partner with parents/carers and the community through the Parents and Citizens Association (P&C) and the Aboriginal Education Consultative Group (AECG), Aboriginal Education Officer (AEO) and Aboriginal Community Liaison Officer (ACLO). Expectations for parent engagement in developing and implementing student behaviour management strategies will be outlined at these monthly meetings. Expectations will be communicated to parents and carers through the newsletter, website and the Student Behaviour Support and Management Plan. Ensuring community and student involvement proactively builds collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

Glen Innes Public School has the following school-wide values and expectations:

- Pride
- Respect

- Success

Glen Innes Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Explicit teaching of behaviour during Positive Behaviour for Learning (PBL) lessons
- Reinforcement of learning at school assemblies
- PBL team meets regularly to review current practice and data
- Universal system of GI Cards implemented ('Gee I like the way....')
- Information published in school newsletter
- Signage throughout the school related to focus expectations
- Weekly Awards – Pride, Respect, Success, PBL
- Positive Teacher-Student Relationships and Trauma Informed Practice in all classrooms



Glen Innes Public School Positive Behaviour for Learning



Teaching Matrix	All Settings	Bus	Taylor	Front Gate	Playground Active/ passive	Movement /Stairs/ Hallways	Canteen	Toilets	Office	Assembly	Classroom
Respect	Always follow Staff instructions Look out for each other Use manners	Stage lines Walk safely and quietly	Use the crossing Walk safely and quietly	Use the crossings Walk safely and quietly	Move on the bell Include and invite others	Move orderly Walk safely and quietly on the left	Wait Quietly Buyers only	Respect privacy Your place, your space Inside voice	Silent in sick bay Wait quietly Inside voice Walk safely and quietly	Silent when others are talking Wait patiently and quietly	Walk safely and quietly Use technology appropriately
Pride	Keep it tidy Own your actions Wear your uniform	Stage lines Stay on the path Support Others	Stage lines Stay on the path	Walk to and stand in your lines Stay on the path Bikes last and walk to driveway	Take care of and return equipment Rubbish in the bin	Single file Be mindful of displays Keep belongings safe and tidy	Your money for you	In and out Wash your hands Flush when finished	Hats off	Move quietly Hats off	Be prepared for class Keep classroom clean and safe Hats off
Success	Arrive on time Right place, right thing Bounce back	Wait behind the fence	Wait behind the fence until you see your parent/carer	Wait behind the fence Let the teacher know if your parent is not there	Share equipment Play safe Follow game rules	Inside voice	Follow the arrows Line up Move away quickly Order before 9:10	Move away quickly Use toilet at break time	Sit and wait Post notes before class	Celebrate success	Positive talk Challenge yourself Move safely Knock and wait

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 [here](#).

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Care Continuum:

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

- **Tier 1: all students** - creating a safe and respectful learning and play environment for all students. Along the care continuum, this is known as prevention or universal interventions.
- **Tier 2: some students** - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum, this includes early and targeted interventions.
- **Tier 3: a few students** - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions



The Care Continuum looks at providing care and support for student behaviour and wellbeing as follows:

Prevention - *ALL* - Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. At GIPS, our main universal interventions are Positive Behaviour for Learning and class-based mindfulness strategies such as Smiling Minds, Cosmic Yoga and Movlee Monkey.

Early Intervention - *SOME* - Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. This includes classroom management strategies, peer mentoring, and structured lunchtime activities.

Targeted Intervention - *FEW* - Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly

Individual intervention and support - *INDIVIDUAL LEVEL* -Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. This includes support from the School Psychologist, playground alternatives, communication books, Functional Behaviour Assessments, Risk Management Plans and Ready to Learn plans.

Care Continuum	Strategy or Program	Details	Audience
Tier 1: Prevention	Positive Behaviour for Learning (PBL) including explicit teaching of playground and classroom behaviour expectations	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Clearly established and communicated expectations of safe and prosocial behaviours in the playground and classroom.	Whole School
Tier 1: Prevention	Transitions	Playgroup – held each Monday morning during term. Led by SLSOs with a program that incorporates teaching and learning activities. Supports families in becoming familiar with the school. Kindergarten – intensive program where students engage in activities in the classroom and playground. Year 2-3 – supports students transitioning from Glen Innes West Infants School as well as internally. Includes visits to classrooms and the playground. Year 6 – transition to Glen Innes High School (or other High Schools our students will be attending) for all students moving to Year 7.	Playgroup – kindergarten Year 2-3 Year 6 - 7
Tier 1: Prevention	Trauma-Informed practice	Trauma-informed strategies that establish stronger connections between students and between students and teachers.	Whole School
Tier 1: Prevention	Library Environment	The library provides a safe haven for all students who need a space to come to	

		during lunchtimes and get away from the playground. Whether it's coming in for a quiet game of chess, reading quietly, colouring-in, or just a quiet place to chat with a mate	
Tier 2: Early Intervention	Learning and Support	Class teachers engage with Learning and Support Teachers to support adjustments to classroom and playground approaches to prevent escalation or deterioration of positive learning and social behaviours	Small groups and individual students
Tier 2: Early Intervention	Wellbeing SLSO and Pastoral Care Coordinator	Support in the classroom and playground at the point of need to deliver accommodations and adjustments to ensure a safe and prosocial learning environment.	Small groups and individual students
Tier 2: Early Intervention	MC Support Unit and visits to home class	Support to engage in prosocial ways with peers in mainstream classrooms and playground. SLSO support where required.	Individual students
Tier 3: Targeted Intervention	Learning and Support	The Learning and Support team work with teachers, 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, staff
Tier 3: Targeted Intervention	RAGE Managing the Bull Resilient Kids DRUMBEAT Healthy Relationships Super KIDS <i>*additional programs as the need is identified</i>	Students identified at risk of suspension related to anger or violence will be connected to and supported through a series of programs based on the point of need. Some programs are delivered by trained staff, others are delivered by external providers. 'RAGE' is a 6- week strength-based anger management program 'Managing the Bull' is aimed at improving self confidence and resilience amongst students in Stages 2 and 3.	Targeted students in Year 2, Stage 2 or Stage 3

		<p>'Resilient Kids' is a 5- week strength-based program run by external service providers.</p> <p>'DRUMBEAT' is an 8 week strength-based program run by external service providers.</p>	
Individual Intervention	Individual timetables and support	Negotiated individual timetables and support including SLSO support, flexible timetables	Individual students
Individual Intervention	Intensive Learning Support	Intensive LAST intervention involving adjustments to support individual students to meet behavioural expectations	Identified individual students
Individual Intervention	Functional Behaviour Assessments (FBA)	<p>FBA's will be completed by the Learning and Wellbeing Team for identified students.</p> <p>Strategies will be provided to classroom teachers to support individual students.</p>	Identified individual students
Individual Intervention	Development of Plans	This includes the following plans: Personalised Learning and Support Plans, Attendance Improvement plans, Risk Management Plans, Personalised Learning Pathways, Health Support Plans, Behaviour Support Plans	Identified individual students
Individual Intervention	NDIS Practitioners and External Providers	<p>The school provides a space for NDIS providers - speech therapists, occupational therapists, psychologists, social workers - to work with individual students.</p> <p>Practitioners provide feedback at least once per term to classroom teachers to help support the development of classroom goals.</p>	Identified individual students

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

Glen Innes Public School Behaviour Support Flowchart: Student and Families



Glen Innes Public School Behaviour Support



The response to supporting all behaviour at GIPS will follow the GIPS guidelines:

Give an opportunity for all parties to give information relating to the incident

Inclusive - use of student support plan to ensure all necessary adjustments have been made

Post escalation - allow time for all parties to de-escalate prior to gathering information

Succinct, calm and consistent

Low / Mid Level Behaviours Classroom Teacher / Playground Duty Teacher	High Level Behaviours Stage Leader / Assistant Principal Wellbeing/Behaviour	Serious Behaviours Principal (or Delegate)
<ul style="list-style-type: none"> Not completing tasks Late to class Disrupting the learning of others by calling out, walking around the classroom Back chatting Refusal to remove hoodie Incorrect use of technology - using the wrong sites, use at the wrong time Low level physical touch - pushing, poking, slapping Throwing projectiles Swearing in general Running in the hallways Verbal harassment and name calling Disrespect to adults Not wearing hat in the playground Out of bounds 	<ul style="list-style-type: none"> Swearing directed at others Threatening and intimidating language Physical violence resulting in injury Absconding from the classroom Continued pattern of refusal to complete classwork or participate in sport Continued disrespect towards adults Throwing projectiles that may cause harm Continued late to class Theft Escalated use of technology Graffiti or damage to school property Repeated low level behaviours 	<ul style="list-style-type: none"> Anti-social behaviour Inflicting injury upon a student or staff member causing injury that requires treatment Use or possession of a weapon Possession of illegal substance Engagement in serious criminal behaviour related to the school

*At GIPS,
we value:
Pride
Respect
Success*

Classroom teacher: warning, second warning, time out in the classroom	Buddy Class	Stage AP for 10 minutes or until de-escalated	Stage AP until end of session or end of the day	Reflection or further support, discussion with Principal
Family's Role	Student Role	Teacher's Role	Leadership Role	
Parents are the first and most influential educator of their children. Parents are encouraged to work with their child and the school in reinforcing the school behaviour support flowchart.	Students are responsible for their own behaviour and their choices resulting in appropriate consequences.	For student success, the teacher must ensure the environment is conducive to learning. Teachers are responsible for providing opportunities for student success, encouraging them to regulate their behaviour and ensuring appropriate support is provided.	Leaders are responsible for ensuring the safety of the physical and emotional wellbeing of students and staff at Glen Innes Public School.	

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

School Anti-bullying Plan

The Glen Innes Public School Anti-Bullying Plan and Implementation Procedures are available on our website or [here](#). Please also see the DoE Bullying of Students – Prevention and Response Policy.

Awards

All classroom teachers will present weekly awards for a variety of reasons in line with the PBL Matrix of expectations. Each class will receive one Pride, one Respect and one Success award as well as a PBL award weekly. The PBL award will be drawn from the classroom GI Cards barrel. Awards will be handed out by classroom teachers at weekly assemblies.

At the end of each term, a draw will take place from the PBL barrel and a number of prizes will be presented for each stage.

Students will be acknowledged for their participation in events such as (but not limited to) ANZAC Day March, Remembrance Day services, participation in the Student Leadership Programs, participation in gala days as well as many other events.

Awards will be presented to students from each stage during Education Week and end of year awards will be presented at the annual presentation days for a number of categories.

Reflection and Restorative Practices

Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action.

Students who display significant behaviours will be supported by the School Leadership Team (Principal and Assistant Principals). Behaviours will be recorded by classroom teachers on SENTRAL and monitored by the Assistant Principal of each stage. Reflection and restorative practices may be used to support the behaviour. Reflection will occur in Bruxner Hall and will be supported by the School Leadership Team. Reflection letters will be sent to families at the conclusion of each day. ***An ongoing pattern of behaviour may impact student participation in events such as sporting teams, excursions and PBL Rewards. Participation is at the discretion of the Principal.***

Reflection may be held at recess and or lunch and students may receive multiple reflections for an incident. All details of reflection will be recorded on SENTRAL. Students are not prevented from eating or accessing toilet facilities. Age/developmental level and disability are considered in the application of reflection

Formal Caution of Suspension

A Formal Caution of Suspension may be issued when behaviours of concern continue or are of a severe nature, and the student is at risk of suspension. The purpose of the Formal Caution of Suspension is to provide a circuit breaker for the student to understand the impact of their behaviour of concern and engage them with positive behaviour supports.

The duration of the Formal Caution of Suspension can be up to 50 days at the discretion of the Principal (or delegate). Formal Caution of Suspension will be recorded in SENTRAL and the student will be removed from the playground for a period of 5 days.

In certain circumstances, the Principal may determine that a student should be suspended without being issued a Formal Caution of Suspension because there are immediate and significant risks to health, safety and wellbeing for staff and students that cannot be otherwise mitigated.

Roles in Supporting a Formal Caution of Suspension

Principal (or their delegate in the Principal's absence)

- Issue the Formal Caution of Suspension
- Communicate that a Formal Caution has been issued and the reasons to the student, family and the the Class Teacher, Assistant Principal, School Counsellor and Learning and Support Team
- Contact family to arrange a phone, online, or face to face meeting
- Determine which school staff should attend the meeting
- Convene the meeting with the family
- Liaise with the family, Learning and Support Team, Assistant Principal and Class Teacher to ensure relevant plans are in place to support the students with regard to the behaviours of concern

Class Teacher and Assistant Principal

- Lead the review/development of the relevant support plans
- Actively support the implementation of the relevant support plans

Suspension

Principals may use suspension as a behaviour management response when possible and appropriate alternative behaviour support measures have been implemented or attempted, and they believe the student's behaviour of concerns causes actual harm to any person, or poses an unacceptable risk to the health and safety, learning, and/or wellbeing of any person.

In certain circumstances, the Principal may determine that a student should be suspended

without issuing a Formal Caution of Suspension because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated. The maximum duration of a suspension is 5 consecutive school days (K-2) and 10 consecutive school days (3-6). In exceptional circumstances, the Director of Educational Leadership (DEL) may approve extension to the suspension. Information relating to suspensions is recorded in SENTRAL.

Roles in supporting a suspension – upon and during a suspension

Principal (or delegate in the Principal's absence)

- Issue the suspension
- Communicate the fact that a suspension has been issued and the reasons to the student, family and the Class Teacher, Assistant Principal, School Counsellor and Learning and Support Team
- Issue formal advice to the family
- Liaise with the DEL as required

Assistant Principal (of Stage):

- On the day following notification of suspension, contact family to arrange a phone, online or face-to-face 'return to school planning meeting.'
- Determine which school staff will attend the 'return to school planning meeting.'
- Convene the 'return to school planning meeting.'
- Liaise with family, Learning and Support Team and Class Teacher to ensure relevant support plans are in place to support the student with regard to behaviours of concern
- Document agreed to outcomes from the return to school planning meeting, creating a record of the meeting and ensuring it is attached to the student's SENTRAL record (attached to the incident).
- Ensure all relevant staff are aware of updated or newly created plans for the student.

Class Teacher:

- Contribute to the review/development of plans and actively support the implementation
- Attend resolution meeting as requested by Assistant Principal

Review Dates: January each year

Last Review Date: January 2025

Next Review Date: Day 1, Term 1, 2026