

School Behaviour Support and Management Plan



Overview

At Glenvale School we believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through implementation of meaningful learning experiences. We are committed to developing partnerships with families and the community that supports students to become life-long learners and valued members of society. Glenvale School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Glenvale uses Positive Behaviour Support (PBL) to create a positive and supportive environment where all students can thrive. Our staff are committed to teaching students the social and emotional skills they need to be valued members of their families, school, and community. This teaching happens daily in all school settings, including classrooms, playgrounds, and specialised learning areas like the canteen, library, music therapy as well as during community access excursions and on transport.

Partnership with parents and carers

Glenvale School will actively partner with parents and carers to establish clear expectations for their engagement in developing and implementing student behaviour management strategies. This includes providing families with access to the School Behaviour Support and Management Plan, which is developed in collaboration with families to create targeted individual supports. The school will also work closely with para-professionals, such as paediatricians, psychologists, psychiatrists, behaviour support clinicians, and occupational and speech therapists.

These expectations will be communicated to parents and carers through multiple channels, including the school website, enrolment interviews, parent/carer information sessions, and individual planning and consultation meetings.

School-wide expectations and rules



When we are kind, we:

- look after each other and our belongings
- are inclusive
- use toys and equipment appropriately



When we are safe, we:

- listen to our teachers
- stay in the right place
- take turns with friends



When we are good learners, we:

- participate in groups
- sit and listen attentively
- communicate and make choices

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

[Add as many rows as required to communicate the strategies and programs the school provides to support positive behaviour. The department's endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice. Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Images Kind, Safe, Good learner	Using PBL Kind, Safe, Good learner expectations through explicit teaching and in signage throughout school grounds.	Whole school community
	PowerPoints /Scripts for learning	The development of PowerPoints/ scripts to be used in classrooms as teaching tools to teach the school expectations explicitly.	Students and staff
	Principal Awards at school assemblies	The Principal Awards align to the Glenvale PBL values. These are presented at assemblies on both campuses	Students and staff
Early intervention	Therapist consultants	School funded therapist consultants are used to support program implementation and guide teachers on delivery of strategies or equipment to enhance learning.	Students and Staff
	PBL expectations and reinforcement	Staff use positive verbal interventions to provide students with clear behaviour expectations, correcting undesirable behaviour using positive words.	Students and Staff
Targeted intervention	PBL Boards at Bus arrival/ departure points	Targeted signage at transport arrival/ departure points is used to support and reinforce student behaviour.	Students and Staff
	Learning Support Teams	Targeted support and intervention for students through LST team referrals	Staff
Individual intervention	Behaviour management plans	Student planning documents used to clearly identify student behaviour; state possible interventions or supports to the student during escalation and strategies used to de-escalate and re-engage the student	Staff, Parents, Stakeholders.
	Risk Management plans	Risk management plans are designed to identify risk to self, to others and property. Identified levels of risk incorporate an outline of strategies used to minimise the identified risk.	Staff, Parents, Stakeholders

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support Team referral	Teachers are able to refer a student to the Learning and Support Team. This intervention provides an opportunity to view current concerns and discussion around possible interventions and put plans in place best suiting whole-school practice.	Staff
	Incident report notification	Staff report school incidents on the Sentral platform. Incident reports are monitored by Assistant Principals and the Learning and Support team.	Staff
	Incident hotline reporting	Reporting to the incident hotline, a data collection source for the Health and Safety directorate.	Staff and stakeholders
	Team around the school	Targeted support for identified students. This can include APLaS, learning and wellbeing advisor and behaviour support.	Executive staff

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

Responses to serious behaviours of concern

- [list the process the school will take to respond to serious behaviours of concern]
- 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: Day 1, Term 4, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart

