



School Behaviour Support and Management Plan

Overview

Goolgowi Public School is committed to explicitly teaching and modelling positive behaviour and to ensure all students are engaged with their learning.

We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, responsible and resilient learners in a caring learning environment.

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

Positive Behaviour for Learning (PBL) combined with all classrooms and other learning environments being well managed within a consistent, school-wide approach is prioritised and valued by the school community. Consistent routines and well-planned teaching ensure that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management which promotes student engagement and responsibility for learning.

Goolgowi Public School rejects all forms of bullying behaviours, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning environment 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, both online and offline. School staff actively respond to student bullying behaviour.

School Excellence Framework

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

The principal is the primary educational leader. The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement. There is a strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child.

School Vision Statement

Goolgowi Public School is an inclusive learning environment that demonstrates a sustained focus on best practice in teaching. We value wellbeing and work collaboratively with our community to enhance our positive learning culture. Goolgowi Public School seeks to prepare our students to connect, succeed and thrive in an ever-changing world.

Partnership with Parents and Carers

Goolgowi Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies by:

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

Parents and carers support their child to abide by the Behaviour code for Students, resolving issues about their child's behaviour, and communicating respectfully and collaboratively, consistent with the School Community Charter.

Goolgowi Public School will communicate these expectations to parents/carers through the school newsletter, school website and the School Bytes parent App. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. The school actively seeks input and feedback and

School-wide Expectations and Rules

Goolgowi Public School students are encouraged to become respectful, responsible learners who can challenge themselves.

RESPONSIBILITY	RESPECT	RESILIENCE
Take care of yourself and others	Make good choices	Challenge Yourself

Positive Behaviour for Learning Expectations

Located in Appendix B and by clicking on the link below

[Student Matrix - Goolgowi PS - Copy.docx](#)

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 across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying.

Goolgowi Public School has practices, programs and processes that are universal and have a strong focus on preventative and proactive practices that model, explicitly teach, recognise and reinforce

positive, safe and inclusive behaviours among all students, school-wide behaviour expectations and positive student-teacher relationships.

We effectively identify and support students who are at risk through early intervention and targeted support. We support individual students demonstrating complex and challenging behaviours through mitigation and de-escalation strategies.

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.

What is the care continuum?

The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students. The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- 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.
- 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 wellbeing and behaviour of students is dynamic, and students may require support at different points on the continuum at various stages of their schooling. Our schools routinely monitor and evaluate the strategies and practices used to support student behaviour across the care continuum.

The goal of our behaviour intervention is for students to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant evidence. We can then identify students' needs, set goals, and choose interventions based on this evidence to best meet student needs.

Goolgowi Public School considers:

- What are the factors influencing student behaviour including underlying reasons for inappropriate behaviour or enabling conditions for positive behaviour?
- What are the goals?
- What evidence-informed intervention, strategy or approach will support these goals?
- How will they choose the interventions?
- How will they know the interventions are working (monitor/evaluate) with the student or cohort?

Care Continuum Guide

CARE CONTINUUM	STRATEGY OR PROGRAM	DETAILS	AUDIENCE
Prevention	PBL	Positive Behaviour for Learning is a whole school program that explicitly teaches the expected positive behaviour. It is delivered in a positive tone.	K-6 /Whole School and staff
	Class Expectations	Classroom teachers and students, at the beginning of the year develop their class expectation.	Each class, classroom teacher
	Fostering positive relationships with parents, community members and students		
	You Can Do It	Social and Emotional Learning Program	K-6 / Whole school and staff
	National Week of Action against Bullying and Violence	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	K-6 / Whole school and staff
	Safer Internet Day	Our school participates in the annual Safer Internet Day - in February each year.	K-6 / Whole school and staff
	Child Protection	Child Protection education is a mandatory part of the syllabus	K-6 students
	Healthy Snacks	The school provides fresh fruit to students	K-6 students
	Student Parliament and SRC	The school runs a Student Parliament and SRC to provide students with a voice at the school	K-6 students
Prevention / Early Intervention / Targeted Intervention / Individual Intervention	Australian eSafety Commissioner Toolkit for schools to prevent and respond to	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying	K-6 / Whole school and staff

CARE CONTINUUM	STRATEGY OR PROGRAM	DETAILS	AUDIENCE
	cyberbullying and staying safe online.	incidents. The toolkit includes actions to report and manage cyberbullying incidents	
Early intervention	Classroom teacher implement targeted lessons and programs	The classroom teacher or teachers identify students or groups of students who require support to increase positive behaviour choices, coping mechanisms, improved resilience, social skills, friendship skills and /or demonstrate anxiety or stress. In class support through targeted lessons.	Classroom teacher, students, principal
	Principal referral	The teachers and staff are proactive in identifying negative behaviours in the classroom and playground and refer them to the school principal for further advise and support.	Classroom teacher, students, principal
	PBL	The teachers and staff are proactive in identifying negative behaviours in the classroom and playground and raise the issue at a whole school staff meeting to target the behaviour through the PBL program.	Classroom teacher, students, principal
	Parental support	Parents will be contacted to discuss student wellbeing and behaviour concerns via telephone or face to face to plan strategies for improvements.	Classroom teacher, students, principal, K-6 students, families
	Learning and Support	Student learning an support needs identified in staff meeting so all staff know, understand and take ownership for student learning and wellbeing. Including: not meeting learning expectation, wellbeing and HPGE.	Classroom teacher, students, principal, K-6 students, families
Targeted intervention & Individual Intervention	Attendance support	Principal looks at attendance data at weekly staff meeting and identifies students who are below 92% attendance and will convene a planning meeting with students, families and teachers to address barriers to improved attendance. Letters sent home on a term basis for students falling behind 92%	Classroom teacher, students, principal, K-6 students, families
	School Counsellor	Student referred to the school counsellor.	Classroom teacher, students, principal, K-6

CARE CONTINUUM	STRATEGY OR PROGRAM	DETAILS	AUDIENCE
			students, families
	Assistant Principal Learning and Support	Support sought form APL&S.	Classroom teacher, students, principal, K-6 students, families
	Behaviour and Wellbeing Team	Support sought form behaviour and wellbeing team.	Classroom teacher, students, principal, K-6 students, families
	Team around a school	Support sought Griffith Network support around a school <u>Support Around A School</u>	Classroom teacher, students, principal, K-6 students, families
	Individual behaviour and support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans	Individual students, staff
	In Reach Nurse / Wellbeing Nurse	Joint venture between NSW Health and NSW DoE to support students and families with health services.	Individual students, staff, families

Evaluation

In evaluating the school's strategies we will consider:

- Do the care continuum strategies, interventions and programs adequately meet the range of needs and complexities at the school?
- Do local strategies and programs exist that you use that are not listed in the guide that can be listed in this section?
- Is there a proportional number of strategies for each level of the continuum that are contextually relevant, and are these implemented effectively?

In relation to strategies and programs that model, explicitly teach, recognise and reinforce positive student behaviour, consider:

- Do these strategies enhance student behaviour, wellbeing and learning? What are the views of students and families?
- Are these strategies applied consistently across the school?
- Are the strategies inclusive of all learners?

- Any policy requirements, the analysis of school data and identified staff learning needs when embedding these strategies.

PLANNED RESPONSES TO POSITIVE APPROPRIATE BEHAVIOUR, INAPPROPRIATE BEHAVIOUR AND BEHAVIOURS OF CONCERN, INCLUDING BULLYING AND CYBER-BULLYING

Students are still learning to develop pro-social behaviours, and low-level developmentally appropriate risk-taking behaviour will occur. Although a small number of students may engage in disruptive, disobedient or inappropriate behaviour, schools that excel in managing a range of behaviours seek to understand the function of behaviour and develop clear mitigation strategies.

Identifying behaviours 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.

Reflection / Detention is a disciplinary consequence that the school uses to address inappropriate student behaviour.

Goolgowi 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. 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed and is dependent on the behaviour. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

All negative behaviour incidents need to be recorded on School Bytes.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

- Principal managed – behaviour of concern is managed by school principal.

Corrective responses include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Goolgowi Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and effective teaching practices consist of evidence-based strategies used daily by teachers 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 and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

Goolgowi Public School uses the following tangible rewards to promote, recognise and reinforce positive appropriate behaviours and school wide expectations:

- ✓ Fast and frequent slips that are collected each week. One is then drawn, and the student receives a prize from the prize box. The slips are collected and go towards the end of term PBL reward. These rewards were collaboratively decided by the student body.
- ✓ Weekly Award Certificates from each class 1-2 each week.
- ✓ Fortnightly PBL rewards. Each fortnight there is a PBL reward which was voted on by the students. Ideas included: whole school game, technology time, milkshake, ice block, art time.
- ✓ Twice a term whole school assembly awards: Student of the Month, PBL Award, Principal Award, Class Award.
- ✓ End of year Presentation Day Awards (please see Presentation Night Folder)

	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
1.	<p>Behaviour expectations are taught and referred to regularly.</p> <p>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 and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p>
2.	<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>Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback</p>	<p>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>
3.	<p>Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Student awards are recorded on the centralised recording system.</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>Principal collects information and reviews the incident from multiple perspectives and determines the next steps. Principal records the incident on the centralised recording system and contacts parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
4.	<p>Social-emotional learning programs are taught fortnightly or weekly and form part of the PDHPE program.</p> <p>Social and emotional programs are taught based on data and needs.</p>	<p>Teacher records on the centralised recording system by the end of the school day.</p> <p>Monitor and inform family if repeated.</p>	<p>Principal reviews current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>

5.	PBL fortnightly focus to target specific negative behaviours observed	Reflection Sheet filled out with the student and sent home for the parents to sign following a phone call.	Parent meeting with the school Principal and the classroom teacher.
	Teacher / Parent Contact	Teacher / Parent Contact	Teacher / Parent Contact
	Teacher contact via a phone call and are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to Principal may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including 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 the School Bytes system. These include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school principal and classroom teacher
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, 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:

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.

Detention, 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?
Reflection time – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student. Reflection sheet sent home (reflection)	As close to the incident as can be. Maximum half of lunch time.	Classroom teacher, APCI or Principal	School Bytes Parents notified Classroom Teacher notified
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom 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 Reflection sheet sent home (detention)	The following lunch break whether that is the same day or the following day. Maximum half of lunch time.	Classroom teacher, APCI or Principal	School Bytes Parents notified Classroom Teacher notified
Restorative practice – <u>peer mediation</u> or <u>circles</u> in groups Parents contacted via phone.	Scheduled for the following lunch break. Maximum half of lunch time. Alternatively – during class time.	Classroom teacher, APCI or Principal	School Bytes Parents notified Classroom Teacher notified

Review dates

The best approach to maintain positive student behaviour is to try to prevent inappropriate behaviour from happening in the first place. Schools that excel in this have established strong systems of universal prevention that promote positive student behaviour. Wherever possible, strategies and

practices should be embedded into teaching and learning programs and revised periodically to ensure they remain relevant and reflect the school's stage of continued improvement.

For guidance, refer to the Centre for Education Statistics and Evaluation's (CESE) Classroom Management: Creating and maintaining positive learning environments, as well as relevant professional learning.

Previous review date: Term 2 Week 1 2024 (3 May 2024)

Last review date: Term 4 Week 8 2024 (2 December 2024))

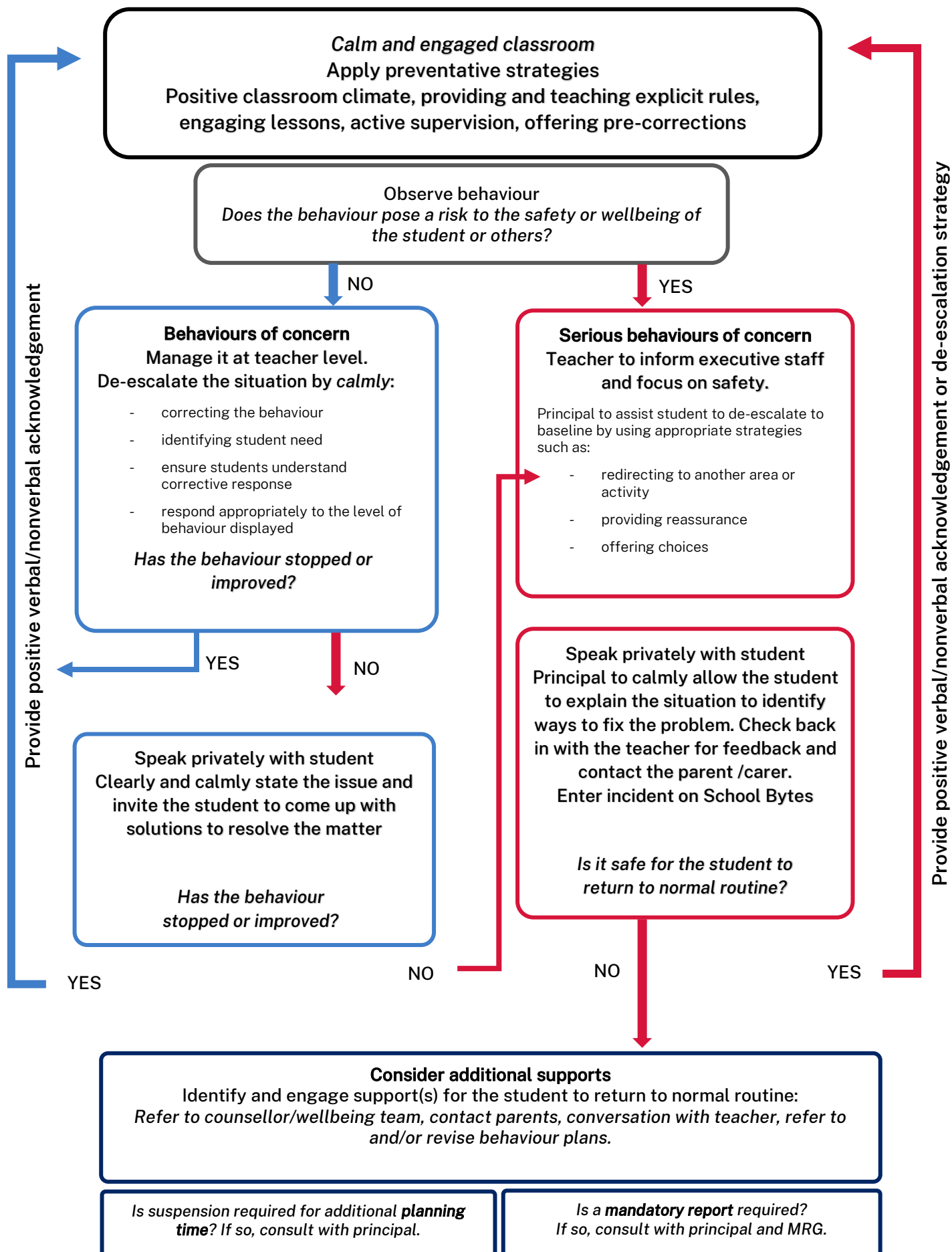
Next Review Date: Term 1 Week 10 2025 (7 April 2025)

Appendix 1: Positive Behaviour for Learning Expectations

Positive Behaviour for Learning Expectations

	RESPECT	RESPONSIBILITY	RESILIENCE
All settings Classrooms	<ul style="list-style-type: none"> ❖ Care for self and others ❖ Care for your environment ❖ Speak politely and use manners ❖ Follow adult instructions ❖ Listen to the person speaking 	<ul style="list-style-type: none"> ❖ Wear school uniform with pride ❖ Right place, right time, right way. ❖ Strive for excellence 	<ul style="list-style-type: none"> ❖ Be a positive problem solver ❖ Encourage others to join in activities ❖ Challenge yourself and learn from your mistakes ❖ Adapt to change ❖ Celebrate success ❖ Ask for help and accept feedback
Assembly & Eating area	<ul style="list-style-type: none"> ❖ Use bubblers for drinking ❖ Clap sensibly ❖ Sing the National Anthem with Pride 	<ul style="list-style-type: none"> ❖ Take care of lunch boxes ❖ Rubbish in the bin ❖ Sit down to eat ❖ Line up sensibly with class/bus ❖ Make healthy choices 	<ul style="list-style-type: none"> ❖ Wait patiently
Toilets	<ul style="list-style-type: none"> ❖ Use toilets correctly ❖ Allow for privacy 	<ul style="list-style-type: none"> ❖ Wash hands ❖ Return quickly to class ❖ Keep the floor dry 	<ul style="list-style-type: none"> ❖ Wait your turn
Playground and Cola	<ul style="list-style-type: none"> ❖ Care for wildlife ❖ Look after equipment 	<ul style="list-style-type: none"> ❖ Stay in school grounds ❖ Be active ❖ Wear your hat at all times ❖ Use equipment safely ❖ Safe games 	<ul style="list-style-type: none"> ❖ Follow game rules and play fairly ❖ Share the space and equipment ❖ Consider others

Appendix 2: Behaviour management flowchart



Appendix 3: Bullying Response Flowchart

