

Goulburn South Public School

Behaviour Support and Management Plan

Overview

Goulburn South Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student every day. We value and strive to develop ready, safe, and kind learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpins our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses, which align with our second strategic direction, high expectations and engagement for all.

To achieve our mission, key programs prioritised and valued by the school community are:

- Social Emotional Learning
- The Resilience Project
- Berry Street
- Zones of Regulation
- Rock and Water

These programs prioritise social and emotional learning, which supports good mental health and positive relationships and supports the prevention of bullying.

Goulburn South Public School rejects all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community 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 in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with Parents and Carers

Goulburn South Public School partners with parents/carers in implementing student behaviour management and anti-bullying 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 local AECG
- Using concerns raised through complaints procedures to review school systems, data and practices.

Goulburn South Public School communicates these expectations to parents/carers through the school newsletter and website. We also address the anti-bullying plan and school values through our annual Meet the Teacher Night in Term 1, providing an open forum for Q&A.

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

Goulburn South Public School has the following school-wide expectations and rules: To be ready, safe, and kind learners.

Ready	Safe	Kind
<ul style="list-style-type: none">• Arrive at school and class on time• Wear our school uniform with pride• Actively participate in your learning• Strive to achieve your best	<ul style="list-style-type: none">• be aware of the result of your action• use equipment correctly• resolve and talk through your conflict• use your hands and feet respectfully	<ul style="list-style-type: none">• respect the learning needs of others• communicate with friendly greetings• celebrate the differences in our school• work collaboratively with others

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, social and emotional learning and 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 classroom expectations and social and emotional learning
- 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
- providing group activities to improve being ready to learn and social and emotional wellbeing

The table below provides information about our school strategies and programs:

Prevention		
Social Emotional Learning	<p>Students and teachers acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>Students accept feedback and direction.</p> <p>Students develop new interpersonal and social skills that support engagement with learning.</p> <p>Low-level behaviours managed by the teacher.</p>	School-wide
The Resilience Project	<p>The Resilience Project (TRP) program aims to build resilience and happiness. This program focuses on promoting positive emotion, specifically; Gratitude, Empathy, and Mindfulness (GEM), as well as Emotional Literacy.</p>	School-wide
Peer Support	<p>During Terms 1 and 2, students participate in Peer Support Lessons. The Peer Support Program is a whole-of-school student wellbeing program that involves senior students being trained as Peer Leaders, and leading small groups of younger students in weekly structured sessions.</p>	School-wide
Child Protection	<p>It is mandatory to teach child protection education in every Stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus.</p> <p>This education aims to assist students in:</p> <ul style="list-style-type: none"> • Developing skills in recognising and responding to unsafe situations • Seeking assistance effectively 	School-wide

	<ul style="list-style-type: none"> Establishing and maintaining respectful and equal relationships Strengthening attitudes and values Related to equality, respect and responsibility. 	
Berry Street Education Model	The Berry Street Education Model (BSEM) provides our school with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. The education model enables our school to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.	School-wide
Induction	New staff are inducted through the principal in a separate induction meeting to ensure there is a thorough understanding of the school's behaviour management procedures, LST procedures and school emergency protocols.	Newly Appointed Staff

Early Intervention		
Annual refresher	All staff participate in school processes PL refresher at the start of each school year.	School-wide
Child Protection Awareness Training	All staff must have participated in an induction or child protection awareness training and an annual update (during the past 12 months).	Teaching Staff
Levels of Intervention - 'Sequence for Student Behaviours'	Our school uses a range of responses in the classroom and playground to respond to students displaying emerging, low-level behaviours of concern and targeted support for students exhibiting more complex and challenging behaviours.	School-wide
Bullying Response Flowchart	The Bullying Response Flowchart explains the actions that Goulburn South Public School 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.	School-wide

Targeted Intervention		
Zones of Regulation	Zones of Regulation is not a scope and sequence document, rather a resource to be used when needed for lesson ideas or strategies related to the four zones of emotion. It helps students identify and categorise their emotions and teaches them a range of strategies to regulate their emotions so they can move from a blue, yellow or red zone to the green zone.	Classroom Specific
Rock and Water	The Rock and Water program aims to decrease bullying behaviours, increase self esteem, self-regulation, and social acceptance. Students build self-confidence, self-respect, and self-reflection, learning when to be 'rock' and when to be 'water'.	Years 2-6

Individualised Intervention		
Emergency Management Plan - Emergency Response Options	The EMP is a workplace-specific document that outlines the way action will be taken to respond to emergencies, including evacuation, lockdown, and lockout. The response school undertakes drills throughout the year. Visitors and contractors are briefed at options induction.	School-wide, Visitors and Contractors
Learning and Support Team (LaST) Referral	Learning and Support meetings are held fortnightly. The lead team is comprised of the principal, school counsellor, assistant principals, LaST teacher, and our school wellbeing nurse. Procedures are followed (detailed below) for referring students that is then actioned appropriately.	LaST Team
Individual Behaviour Response Plan	A behaviour response plan is to be used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.	Development: <ul style="list-style-type: none"> • Class Teacher • Executive Staff • Team Around the School • Student • Parent/Carer • Allied Health Therapists Communicated: <ul style="list-style-type: none"> • All Staff
Student Tailored Risk Management Plan	When behaviours are identified as a significant work health and safety risk to other students, staff or property, further steps including a Student Tailored Risk Management Plan may be required to support the management of the identified risks. This plan is developed in consultation with relevant stakeholders and is communicated to relevant staff.	Development: <ul style="list-style-type: none"> • Class Teacher • Student • Parent/Carer • All Staff • Allied Health Therapists • Team Around the School • Complex Cases Team Communicated: <ul style="list-style-type: none"> • Relevant Staff
Anti-Racism Contact Officer (ARCO)	<p>The Anti-Racism Contact Officer (ARCO) is trained in the processes for addressing racism in our school. The ARCO can support the principal in dealing with a report of racism by:</p> <ul style="list-style-type: none"> • facilitating the management of reports of racism between students. • monitoring data on other incidents of racism that have occurred at the school. 	ACRO & Principal
Child Protection Reporting	All staff have a responsibility to recognise and respond to safety, welfare or wellbeing concerns for children and young people and inform their principal or workplace manager. It is the responsibility of principals and workplace managers to report suspected risk of significant harm concerns to the Department of Communities and Justice (DCJ).	School-Wide

Planned Responses to Positive, Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, Including Bullying and Cyber-bullying

Responding to Positive, Appropriate Behaviour

As a SEL school, Goulburn South Public School acknowledges positive behaviour in three ways:

- Free and frequent
- Intermittent rewards
- Long and strong rewards

Free and Frequent

Stingers

Stingers can be given out at any time in all settings. A teacher praises the student's behaviour or effort. For example, you are being responsible by handing in this money. The student writes their name and class on the back of the stinger and places it into their house container near the staffroom or in their class.

Recognition Board

The Recognition Board is a chalkboard that is used for ALL teaching, support and office staff to recognise students who are demonstrating the three school values. Each week, a new focus is chosen by the SEL team and reciprocated to the students during the Monday morning muster. This focus is then to be brought back to individual class morning circles and discussed further as to how students may be displaying the expected behaviour. Each week a value is chosen and a focus to go through for the entire week. For example, 'Value - Be Safe, Focus - Use Equipment Correctly'. Students seen demonstrating the focus during any playground time during the week can have their name written on the board. There is no prize or material reward provided to each student, rather a goal to reach as many student names on the board as possible. Students are encouraged to feel proud of their ability to get their name on the board. There will be a recognition board in both the top and bottom playground, where students can have their name written on either board. At the end of each play session throughout the day, the duty teacher and SLSO's are responsible for grounding the cohort of students by asking students to be seated and quiet for the recognition of a handful of students who can write their name on the board as they have demonstrated the value & focus for the week.

Other rewards

Other examples of fast and frequent rewards include verbal recognition, high fives, stamps, stickers, verbal recognition and Class Dojos.

Intermittent Rewards

House Vouchers

At morning muster one stinger is drawn out of each house cup. Students whose names are drawn out receive a house voucher: an ice-block in summer or a hot milo in winter. Stingers are collected at the end of each day by SRC representatives. At the end of each assembly all stingers are placed in the house box at the back of the hall. The stingers accumulate towards the annual sports house cup award.

Merit Certificate

At fortnightly assemblies merit certificates are awarded - two students from mainstream classes and one student from each support unit class.

Class of the Week

At every assembly, a class of the week is announced. Class representatives receive our soft bee

teddies and a 'Class of the Week' award. Staff nominate and vote for a class through our staff meeting agenda, based on current behaviour data, observations or a school focus, the reason needs to be based around one of the three school values. The winning class discusses how they will celebrate their recognition with their classroom teacher. Some ideas include a class movie and popcorn, extra play, teddy bear picnic, cooking or visiting an adventure park. There is to be no casual clothes reward.

Buzz Card

Buzz cards are awarded for exceptional behaviour or conduct. Examples of exceptional behaviour include: Participating in district events, Respect at outside of school events, Random acts of kindness, Good listening and responding at an assembly, Using initiative, Helping a Staff member, Providing peer support of others, Leadership responsibilities, Being a role model of our school values and school rules. There is no limit to the number of cards given out. At assembly, each teacher awards a buzz card to any audience following our school rules. Buzz cards are collected and stored in student pouches in class which are set up by their teacher. Staff share a photo on the communication platform for family and carers. Buzz cards are unrelated to our Citizenship levels.

Bee Proud Break

10 Buzz cards earn students a Bee Proud Break session in the middle and the end of each term. Students are presented with a 'Bee Proud' Certificate at an assembly. Cards are handed into a SEL Team member who collates data in a digital record. Students earn the session, regardless of the number of negative incidents they may have. During school staff development days, usually in Term 1, teachers volunteer a term they would like to host and run a Bee Proud Break consisting of fun and rewarding activities. Students are not allowed to wear casual clothes.

South Surprise

All stingers are counted by the house captains on the Tuesday afternoon before assembly, recorded on School Bytes and then placed into the Stinger Box during assembly time and continue to accumulate throughout the year, with focus drawn to the box during assembly time. There are 4 levels that at each time the stingers pass an increment, a 'South Surprise' is awarded to the whole school. The reward at each increment is decided by the staff at the closest staff meeting and kept from the students until it occurs ('surprise'). The 'South Surprise' is intended to reflect the gradual increase of the number of stingers, and as a result the surprises increase in their meaning & reward scale.

Long and Strong Rewards

Citizenship Levels

To recognise students who demonstrate our school values consistently in their daily words and actions. This means students who finish a school term with a wellbeing record on School Bytes with only receiving 3 cards and/or 1 reflection or less, will move up one citizenship level. This means, if a student receives more than 1 reflection, or more than 3 cards in the term, will remain at the level achieved the term prior and not receive any recognition.

There are twenty-eight citizenship levels matching the same number of terms from years, K-6. At levels 5, 10, 15 and 20, the reward is a coloured pin badge. At level 25, it is a special lunch with the Principal, and at level 28 it is an entry to the Wall of Fame in the front office area.

Each time a student moves up into the next level, they will receive a 'Citizenship Award' given to students during assembly that outlines their citizenship level, signed and dated by the Principal.

Citizen of the Year

The staff nominate a citizen of the year and vote for a student who receives a book prize and trophy at Presentation Day.

Responding to Inappropriate Behaviours of Concern

Reporting and Recording 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.
- Staff will comply with the 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](#).

Responses to serious behaviours of concern

Goulburn South Public School Student Escalation Response Plan

If a student is defensive and escalating, move other students out of the room and into a buddy class and seek support as per Levels of Intervention.

NB: For incidents involving physical violence towards staff or students, use of an implement as a weapon, or you are unable to locate a student notify the Principal or delegate immediately.

Refer to Behaviour Response Plan - 'prevention strategies' for individual students.



Nominated staff member to follow from a distance if the student has absconded. If inside a classroom ensure that the staff member is in a safe space observing the student.



Nominated staff member stays with the student until therapeutic rapport is reached. Only debrief when the student has reached baseline and ready to discuss the incident.

Reflection and Restorative Practices

When attending reflection, students are allowed to bring their water bottles and have access to the toilet. The duration of the reflection is dependent on the student's age and developmental level.

Adjustments are made for students with a disability as per their individualised plans and needs:

Adjustment	Where & When?	Who?	Documented
Self-directed time out Enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as a part of a behaviour support response and documented as an agreed strategy.	As student plan	Classroom Teacher	Behaviour Response Plan in School Bytes Entered as a 'Low' Wellbeing Entry in School Bytes
Teacher-directed time-out A de-escalation strategy where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried.	Buddy Class Duration is determined by the Classroom Teacher	Classroom Teacher	Entered as a 'Medium' Wellbeing Entry in School Bytes
Reflection A disciplinary consequence that our school uses to address inappropriate student behaviour. Student reflections are applied as close as possible to the breach in behaviour. It allows our school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by at least 1 executive staff member.	Move & Groove Occurs daily for up to 20 minutes	Executive Staff	Entered as a 'High' Wellbeing Entry in School Bytes

Responding to Bullying and Cyber-Bullying

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying. We are committed to providing a safe, inclusive, and respectful learning community that promotes student well-being. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Bullying Prevention

School culture and inclusion

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, in both online and offline environments. School staff will actively respond to student bullying behaviour. Our school engages in the following practices to promote a positive school culture.

School Assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted and also reiterated through our SEL lessons.

Term 1 – SEL lessons, peer support groups and police visit

Term 2 – SEL lessons, The Resilience Project, peer support groups and NAIDOC week

Term 3 – SEL lessons, child protection lessons, Bullying No Way and RUOK?Day

Term 4 – SEL lessons and child protection lessons

Staff Communication and Professional Learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

- Fortnightly SEL team meetings
- SEL lesson review annually
- Executive monitoring of ongoing and serious behaviour incidents logged in School Bytes
- New and casual staff induction
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

All new staff are inducted in SEL and school procedures, casual teachers are briefed on arrival and are provided with a casual information folder to inform them about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur. On arrival information is provided in a handout to staff when they enter on duty at the school. Induction occurs by an executive staff member speaks to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. All visitors to the school are requested to report any behaviours of concern to an Executive member of staff.

Partnership with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance, and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

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School Website

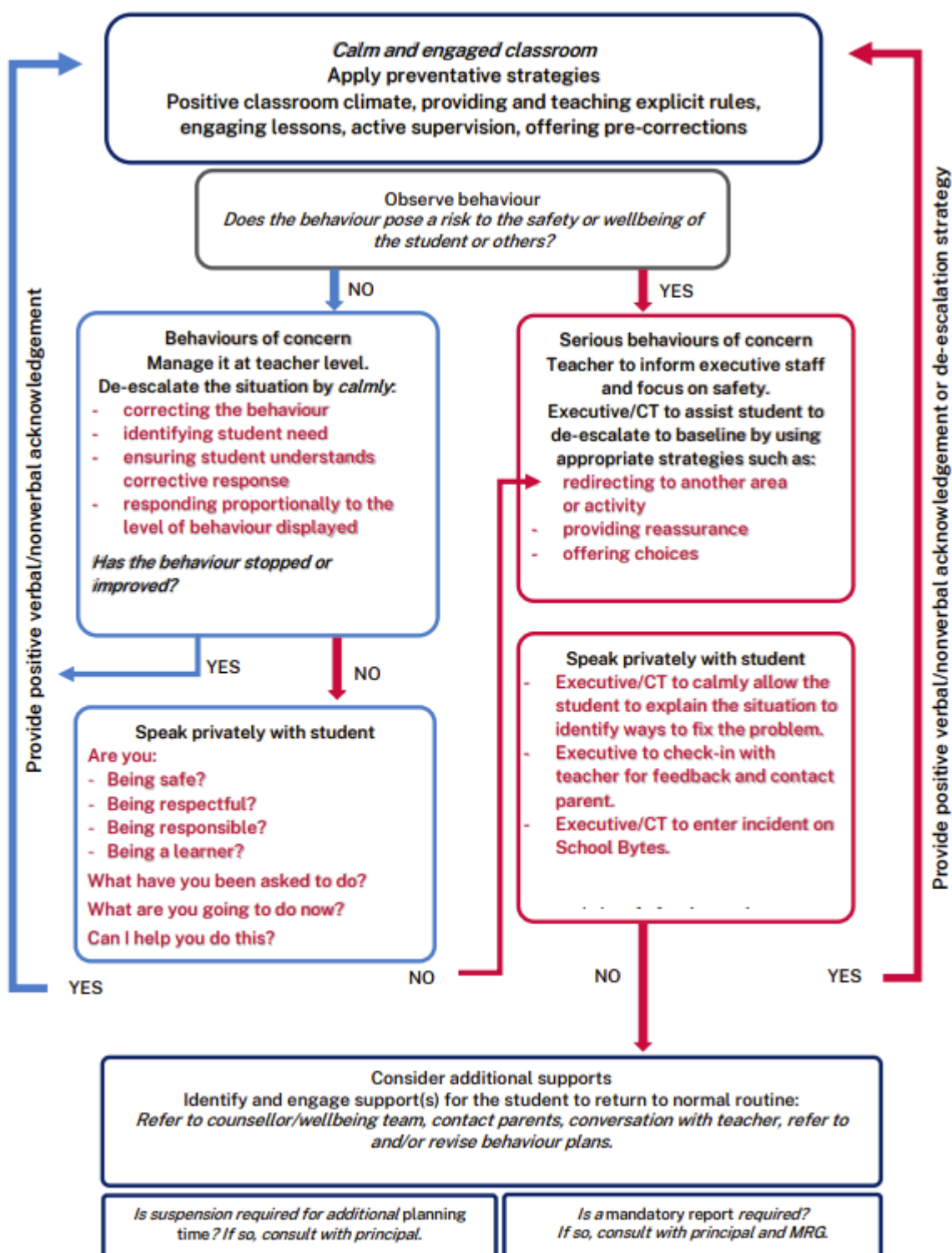
Our school website has information to support families, help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

- School website school Facebook and/or school newsletter
- National Day of Action: Bully NO WAY!
- School Counsellor Referrals
- Tell Them from Me parent Survey
- Kindergarten Orientation Days
- P&C tabled updates on DoE Policies and Support
- Parent and Carer DoE anti-bullying information <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying>
- SEL team collaborates with the P & C and wider community

Appendix 1: Behaviour management flowchart



Responding to Bullying Behaviour - Bullying Response Flowchart

First hour:
Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1:
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record as an incident in the Wellbeing application using School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3:
Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4:
Implement

- Document the plan of action in the Wellbeing application using School Bytes
- **Complete all actions agreed with student and parent within agreed timeframes**
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5:
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in the Wellbeing application using School Bytes

Ongoing
follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in the Wellbeing application using School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students