

Overview

At **Granville Public School**, we are committed to providing a safe, inclusive and supportive learning environment where all students feel respected, valued and ready to learn. Positive behaviour is the foundation for academic success, social development and emotional wellbeing. By explicitly teaching, modelling and acknowledging expected behaviours, every student is given the opportunity to thrive socially, emotionally and academically.

Our vision is to foster a culture of opportunity, personal excellence and belonging, where students, staff and families work together to **strive to achieve**. We promote behaviour that is **safe**, respectful and focused on being a **learner**. Through strong **relationships**, **high expectations** and consistent predictable **routines**, students are empowered to engage positively with peers, contribute to the school community and grow into confident, successful learners.

The **Granville Behaviour Support Management Plan** is a whole-school approach guided by **Positive Behaviour for Learning (PBL)**, **trauma-informed practice**, **inclusive education** and explicit **social-emotional learning (SEL)**. Research shows that students learn best when behaviour expectations are clearly taught, reinforced consistently and supported by strong relationships and predictable structures (Sugai & Horner, 2002; Brunzell, Stokes & Waters, 2016).

This plan establishes agreed processes that bring the Granville Public School community together to build a positive, safe and supportive learning culture. It improves social, emotional, behavioural and academic outcomes for all students through evidence-based practices. School-wide data is used to identify behaviour patterns, monitor progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

When implemented effectively, this plan leads to:

- Reduction in problem behaviours
- Increased time focused on learning
- Improved social and emotional wellbeing
- Positive and respectful relationships among students and staff
- Better support for teachers to teach, model and respond effectively to student needs
- A predictable learning environment where staff and students clearly know what is expected

Our **Behaviour Support Management Plan** clearly sets out expectations for learning and behaviour. It provides fair and consistent responses and consequences to student choices, with a focus on responsibility, repair and learning from mistakes.

Partnership with parents and carers

At **Granville Public School**, we are committed to working in genuine partnership with parents and carers to support student wellbeing and promote positive behaviour. We recognise that strong, respectful relationships between school and home are essential to creating a consistent, safe and supportive learning environment for every child.

We actively welcome parent and carer input through both formal and informal channels, including school surveys, enrolment interviews, P&C meetings, Community Hub workshops and consultation with local AECG representatives.

Expectations around student behaviour, wellbeing and anti-bullying strategies are regularly communicated to families through:

- The school website
- The Granville Public School Facebook page
- Meet the Teacher afternoons
- Preschool and Kindergarten Transition workshops
- Enrolment interviews

Our weekly behaviour focus is shared with parents and carers via the **school newsletter** and at **Monday morning assemblies**, supporting a shared understanding of our school values and expectations.

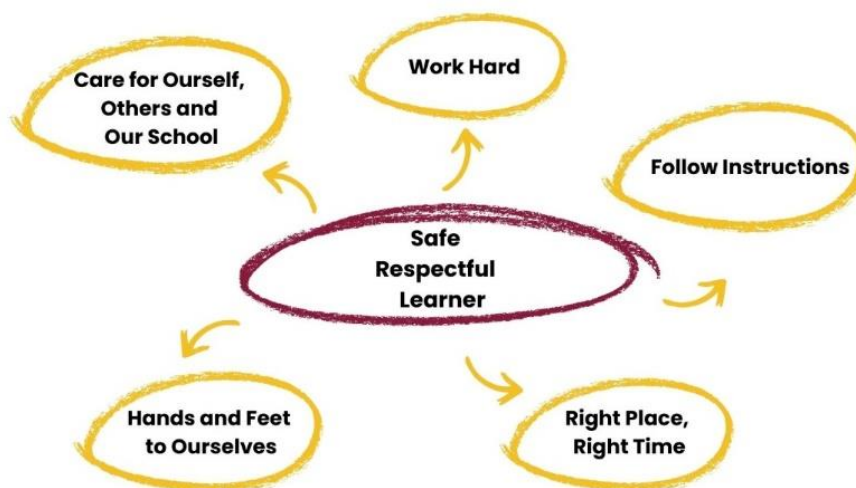
When families enrol at Granville Public School, they join a partnership built on **mutual respect, open communication** and **shared responsibility**. We encourage parents and carers to support the implementation of our Behaviour Support and Management Plan by:

- Promoting strong attendance, punctuality and engagement with school life
- Helping staff understand their child's strengths, needs and interests
- Communicating any changes or circumstances that may impact learning or behaviour
- Reinforcing school-wide expectations and routines at home
- Working collaboratively with staff to support learning, wellbeing and behaviour
- Engaging respectfully with school staff to address concerns and resolve challenges together

We believe that when schools and families work together, every child has the best chance to succeed – socially, emotionally and academically.

School-wide values and expectations

At Granville Public School, our expectations are built on our core values of being **Safe, Respectful Learners**. These expectations guide the way we work and learn together and are explicitly taught, modelled and reinforced across the school. We expect all students to: **Work Hard, Follow Instructions, Be in the Right Place at the Right Time, Keep Hands and Feet to Ourselves, and Care for Ourselves, Others and Our School**. Through consistency, clarity and fairness, these expectations create a safe, supportive and predictable environment where everyone can achieve their best.



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](#).

This document translated into multiple languages is available [here](#).

Whole school approach across the care continuum

Granville Public School implements a whole-school, multi-tiered approach to behaviour support. Our strategies are embedded across the care continuum, from proactive, school-wide prevention to individualised intervention, ensuring every student gets the support they need to thrive socially, emotionally, and academically. These strategies are grounded in the principles of Positive Behaviour for Learning (PBL), trauma-informed practice, social-emotional learning and inclusive education.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	A daily breakfast program providing students with a nutritious start to the day.	All students
Prevention	Get-ready Granville (commencing 2026)	Intensive two-week start-of-year program explicitly teaching school values, expectations and routines. Sets the foundation for a positive, consistent start to the year.	All students

Prevention	PBL Lessons	Weekly lessons based on school-wide data and student need. Explicitly taught by classroom teachers on Monday and reinforced throughout the week.	Students K–6
Prevention	Explicit Teaching of Regulation Strategies	Staff engage in ongoing professional learning to teach students how to identify, understand and regulate their emotions using co-regulation, consistent language and routines.	Students K–6
Prevention	Consistent predictable routines	Predictable routines are embedded across the day, with staff explicitly teaching and reinforcing them using consistent, whole-school language. These routines promote safety, reduce uncertainty and maximise learning time.	Students K–6
Prevention	Trauma-Informed Practice	Staff are trained in trauma-informed pedagogy (e.g. through KidsXpress). These approaches are embedded into classroom practice, supporting emotional safety and behaviour regulation.	All staff
Prevention	Child Protection Education	Mandatory curriculum to ensure students develop knowledge and skills to stay safe and seek help when needed.	Students K–6
Prevention	Student Learning and Support Officers (SLSOs)	SLSOs provide targeted and timely support in class and on the playground, using consistent language and routines to reinforce prosocial behaviour.	Students requiring support as identified by LST
Prevention	Attendance Response to Intervention (RTI)	Tiered attendance monitoring and support process led by classroom teachers, executive and administrative staff. Ensures early intervention and targeted support.	All students
Prevention	Multi-Tiered Systems of Support (MTSS)	Layered supports address academic, behavioural and wellbeing needs, with students identified through a range of diagnostic tools. This approach promotes equity, enables early identification of students at risk and ensures timely interventions are provided.	All students
Early Intervention	Teacher-Directed and Self-Directed Time-In (Calm Corners)	Teachers may guide students to a calm space to reflect or regulate using explicitly taught strategies and tools before rejoining the class. Students are also taught to recognise signs of	All students

		dysregulation or stress and independently access these spaces when needed.	
Early Intervention	Social Stories	Personalised visual narratives that support students to understand social expectations, routines or specific behavioural goals.	Students needing additional support
Targeted / Early Intervention	Attendance Monitoring	Students identified with concerning attendance patterns receive personalised support through family meetings, goal setting and check-ins (see GPS Attendance Policy for more info)	Identified students, families
Targeted / Early Intervention	Learning and Support Team (LST)	LST collaborates with staff, families and external services to support students with additional academic, behavioural or wellbeing needs.	Individual students
Targeted / Early Intervention	Restorative Conversations	Facilitated discussions help students reflect on incidents, understand impact, and rebuild relationships. Encourages accountability and empathy.	Executive staff and students
Targeted / Individual	Expressive Therapy (KidsXpress)	Individual and small-group therapy using creative modalities such as art, music and drama to support emotional expression, resilience and self-regulation.	Identified students
Individual Intervention	Behaviour Response Plans	Collaborative planning with LST, KidsXpress, DoE behaviour specialists, student and family. Plans include proactive supports and consistent staff responses including scripts. Shared with all staff and reviewed regularly.	Individual students
Individual Intervention	Risk Assessments	Developed when behaviour presents a safety risk. Plans outline risk factors and mitigation strategies, reviewed routinely to ensure ongoing safety.	Identified students
Individual Intervention	Team Around the School (TAS)	External departmental support engaged for complex behaviour. Provides expert advice, staff coaching and assistance in developing personalised plans.	Staff supporting targeted students

Planned Responses to Positive Behaviour

We recognise and reward learners who go “over and above” our standards. While we have tiered awards in place, our staff understand that a quiet word of personal praise can often be just as powerful as a larger, more public acknowledgement

Granville Gotchas

'Granville Gotchas' are spontaneous acknowledgements of students showing safe, respectful and learner behaviours outside of the classroom. Any staff member can issue a Gotcha, and students submit them into K-2 or 3-6 boxes located near the school office. Winners are drawn every Friday during eating time and receive a prize. Unlike Star and Merit Awards, Gotchas do not contribute to milestone awards, they are purely to celebrate students in the moment.

Star Awards

Classroom teachers issue 3-5 Star Awards each week to students in their class who demonstrate positive learning behaviours or uphold our school values and expectations. These awards recognise consistent effort and commitment. Each specialist team, including RFF, LST, EAL/D, and Community Language teachers, each issue one Star Award per week.

Weekly PBL Merit Awards

Each week at the Monday morning assembly, one student from each class is selected to receive a PBL Merit Award for consistently going above expectations. Awards are aligned to our school expectations: *Work Hard, Follow Instructions, Be in the Right Place at the Right Time, Keep Hands and Feet to Ourselves, and Care for Ourselves, Others and Our School*. In addition, each specialist team, including RFF, LST, EAL/D and Community Language teachers, presents one PBL Merit Award per week.

Award Milestones and Galaxy Assembly

Students accumulate Star Awards towards major recognition milestones:

- 10 Star Awards = Bronze
- 20 Star Awards = Silver
- 30 Star Awards = Gold

Progress is tracked by classroom teachers and SchoolBytes. Bronze and Silver awards are presented during Monday morning assembly and Gold awards are presented at the Granville Galaxy Assembly at the end of each semester.

PBL Merit Award

Each week at the Monday morning assembly, one student from each class is selected to receive a PBL Merit Award for consistently going above expectations. Awards are aligned to our school expectations: *Work Hard, Follow Instructions, Be in the Right Place at the Right Time, Keep Hands and Feet to Ourselves, and Care for Ourselves, Others and Our School*. In addition, each specialist team, including RFF, LST, EAL/D and Community Language teachers, presents one PBL Merit Award per week.

Responding to Inappropriate Behaviour

At Granville Public School, behaviour that does not align with our core values of being **safe, respectful and engaged learners** or our **five school-wide expectations** is addressed through a clear, consistent and supportive framework. Planned responses are either **teacher-managed** or **executive-managed**, depending on the nature and severity of the behaviour.

Staff exercise professional judgement to determine the most appropriate response, always considering whether the behaviour poses a risk to the safety or wellbeing of the student or others.

What is a Behaviour of Concern?

A *behaviour of concern* is defined as behaviour that is **complex, unsafe or persistent** and may require intensive or individualised intervention. It differs from low-level or developmentally appropriate behaviour, which is typically addressed through a suite of classroom management strategies, reteaching or our Behaviour Response Steps (see below).

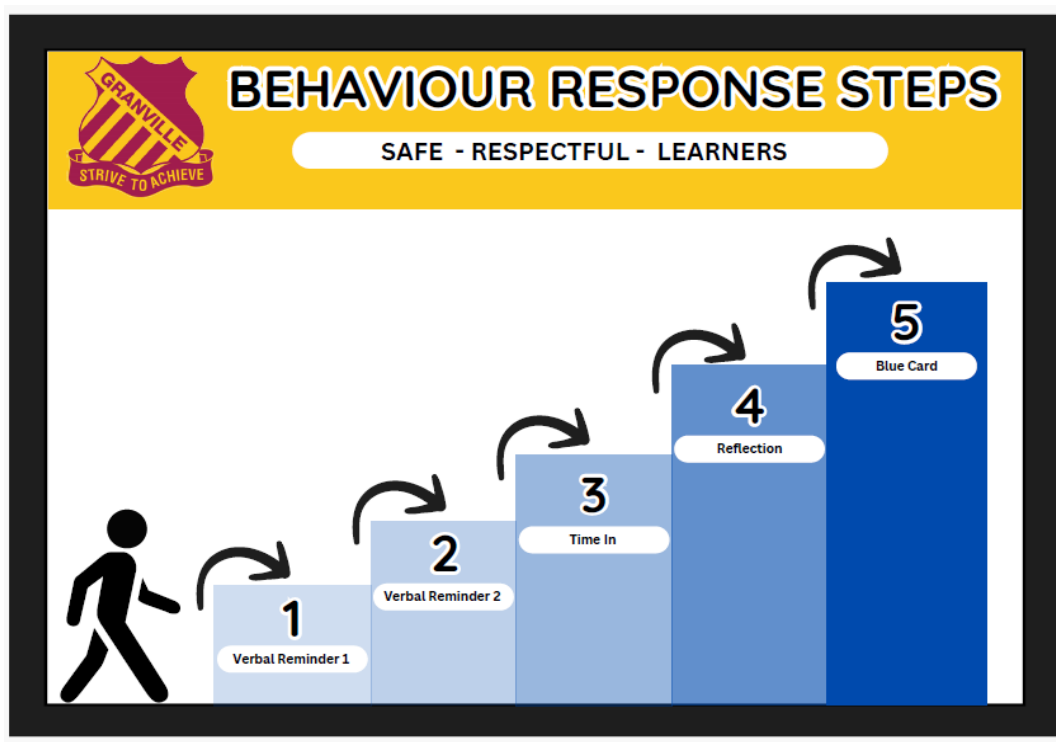
Examples of behaviours of concern (*major behaviours*) may include:

- Ongoing defiance or refusal to follow instructions
- Aggression or unsafe physical actions
- Serious disrespect or verbal abuse
- Unsafe use of materials or equipment
- Behaviour that significantly disrupts learning or relationships

Granville Behaviour Response Steps

Granville Public School uses a **whole school 'Step' system** (see below) to provide structured, tiered responses to inappropriate behaviour. These steps are verbal reminders that link to explicitly taught behaviours. They are supported by visible *Step Charts* in all classrooms. The Step system helps students understand the impact of their behaviour, encourages accountability, and ensures fair and consistent consequences.

The level of behaviour, along with any necessary consequence or support, is determined based on:



- The nature and frequency of the behaviour
- The student's individual needs and history
- The impact on learning, safety or wellbeing
- The need for reteaching or further support

Minor and Major Behaviours

We use the matrix below to distinguish between minor and major behaviours.

- **Minor behaviours** are low-level and usually managed in class or the playground with redirection or a reminder.
- **Major behaviours** are more serious, involve safety concerns, repeated minor behaviours, or deliberate harm, and require reflection with an Executive during Satellite.

Minor	Major
Physical • Rough play • Rude gestures • Throwing objects (non-directed) Verbal • Put downs • Calling out • Non-directed swearing Not following instructions • Disruption to learning • Arguing back • Pushing in lines Property / belongings • Taking belongings/property/food • Snatching belonging e.g. hats Out of bounds Littering Chewing gum	Repeated Minor (Steps 1-3 exhausted) Physical • Striking (aggressive pushing, hitting, slapping, whacking, scratching etc) → Blue Card • Spitting → Blue Card • Biting → Blue Card • Aggressive grabbing → Blue Card • Throwing objects (directed) → Blue Card Verbal • Directed swearing • Threats → Blue Card • Intimidation and harassment → Blue Card • Roasting / grilling • Racial comments (+ refer to ARCO) • Inappropriate sharing or criticising of political views Property / belongings / resources • Disrespecting or damaging belongings/property/resources • Stealing belongs, property or resources Inappropriate use e.g. technology Bullying (verbal, physical, exclusion, online) Invasion of Privacy • Looking over or under toilet door • Pantsing / dacking Leaving teacher supervision → Blue Card Inappropriate use of toilet e.g. playing

Blue Card Process

Blue Cards are used during class time or playground duty when a teacher requires the immediate assistance of an Executive member (Principal, Deputy Principal, or, if they are unavailable, an Assistant Principal).

They are also used when **urgent Executive attention is required**, for example:

- Spitting
- Biting
- Aggressive grabbing
- Throwing objects (directed)
- Threats
- Intimidation or harassment
- Leaving teacher supervision

Procedures

- Blue Cards are located in all learning spaces and in bum-bags for playground duty.
- When a Blue Card is discreetly sent to the office or the office is called, staff must provide the room/location and the student's name. Office staff will immediately notify an Executive member.
- Upon arrival of the Executive staff, one of two actions will occur:
 1. The Executive member may temporarily take over the class, allowing the teacher to engage in a restorative conversation with the student.
 2. The Executive member may remove the student from the learning environment.

Follow-up

- The teacher or Executive member must enter the incident into SchoolBytes.
- The Executive member or the student's teacher may contact the parent/carer.
- A 'Satellite – Reflection with DP/P' may be scheduled depending on the incident.
- Any racial incidents must be referred to ARCO.

Possible interventions for repeated Blue Card incidents include:

- Conference with all stakeholders (parents, executive, classroom teacher, DP, LST, allied health, OT, Speech etc)
- Tier 2/3 strategies
- Behaviour response plan
- Check-in/check-out system
- Referral to the Learning Support Team
- Referral to KidsXpress
- Referral to the school counsellor
- Referral to the AP Learning & Support

Behaviour Response Steps – Flow Chart

Steps	How do I get there and when?	Consequences and Support
Step 1 and 2 Verbal reminders	Examples of behaviours to warrant a Step 1 and 2 (reminder/warning) include: ● Rude gestures ● Rough play ● Pushing in lines ● Throwing objects (non-directed) ● Put downs ● Calling out ● Non-directed swearing ● Not following instructions ● Arguing back ● Property / belongings ● Interrupting others learning ● Taking belongings/property/food ● Snatching belonging e.g. hats ● Out of bounds ● Littering ● Chewing gum	● Students will receive a verbal warning and expectation reminder (Step 1), followed by a second warning (Step 2) in the classroom or playground if needed. ● Steps reset at the start of each session. For example, if a student receives a Step 2 in one session, they will start fresh in the next session. ● Steps 1 and 2 do not need to be entered into Schoolbytes. ● Reminder: The Step system may not be appropriate for all students e.g. students on an individualised Behaviour Response Plan.
Step 3 Time In /Shadow Walk	Repetition of minor behaviours (above) after moving through Step 1 and 2 (verbal warning/reminder of expectations) in the playground or classroom	● If the behaviour continues or is repeated, student will then need to take some time to reflect or deescalate in the 'Time in' space - In the classroom: Students reflect or deescalate in the 'Time In' space for approximately five minutes. The teacher engages in a triage or restorative conversation about PBL expectations when appropriate. This conversation may take place during the five-minute time-in period or at another time during the day. ● In the playground: Students complete a 'Shadow Walk' with the teacher on duty for approximately five minutes. During this time, the teacher may engage in a triage or restorative conversation about PBL expectations. Teachers can provide the student with de-escalation strategies as needed. ● Teachers must enter Step 3 incidents into Schoolbytes. If a Step 3 incident occurs in the playground, the duty teacher is responsible for entering it. ● 3 Schoolbytes Time In entries in one term automatically triggers an email notification. Classroom teacher must then schedule a Step 4 – Satellite - Reflection with DP.
Step 4 Satellite – Reflection with DP/P	Repeated Minor or Major behaviours: ● Repetition of minor behaviours ● Physical ● Striking (aggressive pushing, hitting, slapping, whacking, scratching etc) ● Spitting ● Biting ● Aggressive grabbing ● Throwing objects (directed) ● Directed swearing ● Threats ● Intimidation and harassment ● Roasting / grilling ● Racial comments ● Inappropriate sharing or criticising of political views ● Disrespecting or damaging belongings/property/resources ● Stealing belongs, property or resources ● Inappropriate use e.g. technology ● Bullying (<i>Verbal, Online, Physical, Exclusion</i>) ● Invasion of Privacy ● Looking over or under toilet door	● If the behaviour continues or is repeated after a <i>Time-In</i> or <i>Shadow Walk</i>, the student may need additional time to reflect or de-escalate in the <i>Time-In</i> space or continue the <i>Shadow Walk</i> with a staff member. ● Teachers must enter Step 4 incidents into Schoolbytes. If a Step 4 incident occurs in the playground, the duty teacher is responsible for entering it. ● Schedule the next available 'Satellite – Reflection with DP/P' for the student ● The teacher should contact or notify the parent/carer for major behaviours and repeated minor behaviours (where appropriate). ● Any 'racial' incidents must be referred to ARCO. ● Possible interventions for students frequently in this category: - Tier 2/3 strategies - Behaviour response plan devised - Check in and out system - Referral to Learning Support Team - Referral to KidsXpress - Referral to school counsellor - Referral to AP Learning & Support

	● Pantsing / dacking ● Leaving teacher supervision → Blue Card ● Inappropriate use of toilet e.g. playing	
Blue Card	Blue Cards are used during class time or playground duty when a teacher requires the assistance of an Executive member (Principal, Deputy Principal, or, if they are unavailable, an Assistant Principal). They may also be used when all previous steps have been exhausted or in response to the following major behaviours: ● Spitting ● Biting ● Aggressive grabbing ● Throwing objects (directed) ● Threats ● Intimidation and harassment ● Leaving teacher supervision	● Blue Cards are located in all learning spaces and in bum-bags used for playground duty. ● When a Blue Card is discretely sent to the office or office is called, office staff will immediately contact an Executive member. ● Staff must notify office the room/location and student the card has been called for. ● Upon arrival of the Executive staff, one of two procedures will follow: - The Executive member may temporarily take over the class, allowing the classroom teacher to engage in a triage or restorative conversation with the student. - The Executive member may take the student away from the learning environment. ● The teacher or attending Executive member must enter the Blue Card incident into Schoolbytes. ● The attending executive member or student's teacher may contact or notify the parent/carer. ● Further 'Satellite – Reflection with DP/P' may be scheduled for the student depending on the nature of the incident. ● Any 'racial' incidents must be referred to ARCO. ● Possible interventions for students frequently in this category: - Conference with all stakeholders - Tier 2/3 strategies - Behaviour response plan devised - Check in and out system - Referral to Learning Support Team - Referral to KidsXpress - Referral to school counsellor - Referral to AP Learning & Support

Bullying and Cyberbullying

At Granville Public School, we reject all forms of bullying, including cyberbullying. We are committed to creating a safe, inclusive and respectful learning environment where every student feels valued and supported. Our school uses evidence-based practices and a whole-school approach to prevent, identify and respond to bullying behaviours.

What is Bullying?

According to the NSW Department of Education, bullying is:

- A deliberate misuse of power in relationships,
- Ongoing and repeated,
- Intended to cause physical, social or psychological harm.

Bullying can involve humiliation, intimidation, exclusion, and victimisation. It can have serious and long-term impacts on everyone involved, including bystanders.

Types of bullying include:

- **Physical Bullying:** Hitting, pushing, obstructing, intimidating, or damaging/stealing belongings.
- **Verbal/Psychological Bullying:** Name-calling, teasing, threats, or mocking based on appearance, background or abilities.
- **Social/Indirect Bullying:** Excluding others deliberately, spreading rumours, or manipulating relationships.
- **Cyberbullying:** Using technology – such as text messages, emails, or social media – to repeatedly threaten, harass or harm others.

For more information, visit the [NSW Anti-Bullying website](#).

What Bullying is Not

It is important to understand that while some behaviours are inappropriate or distressing, they may not be classified as bullying. These include:

- **Mutual Conflict:** Disagreements without a power imbalance.
- **One-off Incidents:** Isolated actions such as a single act of aggression, exclusion, or rudeness.

While not defined as bullying, these behaviours are still addressed as part of our whole school behaviour response steps.

Examples of Bullying and Inappropriate Behaviour

Examples of Bullying	Examples of Inappropriate Behaviour (Not Bullying)
Ongoing name-calling and ridiculing of others	Student verbally arguing or disagreeing about something
Repeatedly spreading nasty rumours (verbally or through notes)	A one-off rumour or comment, e.g. writing on a whiteboard or leaving a 'kick me' note
Repeated physical intimidation such as hitting, kicking or pushing	Physical conflict during a disagreement
Ongoing exclusion from activities or games	A one-time instance of being left out
Repeated threats (e.g., "If you don't do this, I'll...")	A one-off threat during a disagreement
Ongoing theft or damage of property	An isolated incident of taking or damaging property
Repeated threatening calls, texts, or emails	A single text or call during a dispute
Repeated harassment or threats on social media, blogs or chats	One-time negative feedback or disagreement on a shared digital platform

Warning Signs That a Student May Be Experiencing Bullying:

- Unexplained injuries or damaged belongings
- Avoidance of school or social settings
- Sudden changes in mood or behaviour
- Falling grades or disinterest in learning
- Appears withdrawn, anxious or frequently excluded

Our Response to Bullying

All reports of bullying, including cyberbullying, are taken seriously. Staff follow a structured process:

- Listen to the student's concerns and gather detailed information
- Determine whether the behaviour fits the definition of bullying
- Record incidents in SchoolBytes where appropriate
- Implement support and behaviour response plans
- Engage in restorative conversations and contact families where necessary
- Refer to executive staff, ARCO, school counsellor or LST for follow-up when required

Our Preventative Approach

We promote a culture of respect, inclusion and safety by:

- Teaching anti-bullying strategies through PDHPE and PBL lessons
- Participating in initiatives such as the National Day of Action Against Bullying and Violence
- Reinforcing respectful relationships in both digital and face-to-face interactions
- Providing professional learning to staff about identifying and responding to bullying

Shared Responsibility

All members of the Granville community have a role to play:

- **Students** are encouraged to report and stand against bullying.
- **Parents and carers** are asked to model respectful behaviour and communicate concerns promptly.
- **Staff** are trained to intervene, support students and follow school procedures consistently.

Preventing and Responding to Behaviours of Concern

At Granville Public School, we understand that students are motivated in different ways. Younger students often respond to adult attention, while older students may be more influenced by peer relationships, privileges or autonomy. When learning new skills – whether academic or social – students benefit from frequent and immediate reinforcement. As they build mastery, they respond best to consistent, intermittent feedback and long-term recognition.

Our approach to behaviour support operates across three tiers: **prevention**, **early intervention**, and **targeted/individualised support**, ensuring every student is supported to succeed.

Prevention	Early Intervention	Targeted/Individualised
Recognising and reinforcing positive, inclusive and safe behaviour	Responding to minor inappropriate behaviour	Responding to behaviours of concern
Behaviour expectations are explicitly taught and reinforced through weekly PBL lessons. Teachers model expectations and provide students with opportunities for regular practice.	Staff refer to school-wide expectations and emotional regulation visuals to support students to self-regulate.	Staff send a Blue Card to the office for immediate executive assistance if a student's behaviour poses a safety risk. Otherwise, stage Assistant Principal is notified as soon as possible.
Specific verbal and non-verbal feedback is paired with our school-wide acknowledgement system.	Staff use low-key responses such as proximity, non-verbal cues, signals, redirection, and specific feedback using Behaviour Response Steps language.	Executive staff take immediate steps to restore safety using strategies such as offering choices, redirecting to another space, or providing reassurance. Incident review and planning are scheduled based on the context and nature of the incident.
Positive behaviour is recognised through: • Star Awards • Merit Awards • Gotchas • Attendance Awards	Direct responses include reminders, reteaching expectations, providing choice, scripted interventions and student conferences. Students are given the opportunity to meet expectations before a consequence is applied.	Executive staff gather information from all perspectives, record the incident on SchoolBytes, and contact parents/carers. Further action (e.g., formal caution, suspension) may be considered.
Social and Emotional Learning is explicitly taught each week across all stages.	Teachers log incidents on SchoolBytes by the end of the school day. If behaviour is repeated, parents/carers are informed. Referrals may be made to the Deputy Principal, Anti-Racism Contact Officer (ARCO), or the Learning and Support Team (LST).	Referrals may be made to the LST for further review of student behaviour data. Other supports may include a Behaviour Support Plan, Risk Assessment, or engagement with external agencies such as Team Around a School.
Teacher / Parent Contact		
Teachers contact families via the SchoolBytes parent portal or phone calls to share positive progress and effort. Recognition awards are presented weekly and at the end-of-term Granville Galaxy Assembly.	Teachers contact families when corrective responses have not resolved behaviour concerns. Discussion may include referral to the DP Student Wellbeing or LST.	The school executive contacts families to discuss support strategies, including external referrals (school counsellor, allied health) or individualised planning.

Responses to Serious Behaviours of Concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on **SchoolBytes**. These may include:

- Reviewing and documenting the incident
- Determining appropriate responses, including supports for staff or other students impacted
- Referring or monitoring the student through the **Learning and Support Team (LST)**
- Developing or reviewing individual student support plans, including teaching positive replacement behaviours and making learning or environmental adjustments
- Detention, reflection and restorative practices (see below)
- Liaising with **Team Around a School** for additional support or advice
- Communication and collaboration with parents/carers (phone, email, parent portal, or 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.

Reporting and Recording Behaviours of Concern

Staff must follow the reporting and response processes outlined in:

- [Incident Notification and Response Procedure](#)
- [Student Behaviour Policy and Suspension and Expulsion Procedures](#)

Students and/or parents/carers can report cyberbullying directly to the **eSafety Commissioner**. Reporting links for most websites, games and apps can be found via the [eSafety Guide](#).

Reflection and Restorative Practices

At Granville Public School, restorative practices are used to support students in understanding the impact of their actions, repairing relationships, and re-engaging positively in the school community. These strategies are grounded in respect, accountability and learning. When students are withdrawn from free choice play to reflect with executive as part of a behaviour response, **toilet and food breaks are always provided**. The duration of any withdrawal is **developmentally appropriate** and monitored to ensure it remains **short-term and purposeful**.

Strategy	When and How Long?	Who Coordinates?	How Is It Recorded?
Time-In (Teacher-Directed) Student is directed to a Time-in / calm area in the classroom to reflect or de-escalate following repeated verbal reminders.	2–5 minutes	Classroom teacher	Step 3 – Recorded in SchoolBytes

Student returns to class when ready.			
Time-In (Self-Directed) Student independently chooses to access the Time-inn / calm area to regulate emotions or manage stress.	2–5 minutes	Classroom teacher	If used frequently for task avoidance, teacher tracks patterns using informal data and may complete an ABC record or Functional Behaviour Assessment to inform future support.
Reflection with DP (Satellite) Structured debrief using restorative conversation questions following a Step 4 or 5 behaviour of concern.	Following recess (Max 25 minutes)	Deputy Principal / Principal	Step 4 or 5 – Documented in SchoolBytes ; parent notified by executive (Satellite letter / phone call)
Restorative Conversation Used after conflict or relational harm between students or between student and staff. A structured framework of restorative questions guides the discussion.	When all parties are calm and ready	Student–Student: Executive staff Staff–Student: Coordinating teacher	Documented in SchoolBytes

Review dates

Last review date: Week 5, Term 4, 2024

Next review date: Week 5: Term 2, 2025