

# School Behaviour Support and Management Plan



## Overview

To provide the students at Granville Boys High School with quality education we are committed to promoting wellbeing and learning excellence by maximising student engagement and achievement. We actively model and encourage behaviours that support learning in a safe, and respectful environment. We believe every effort must be made to build and maintain an environment that supports the learning and wellbeing of all students and staff. Principles of positive behaviour support are embedded through our PBIS values, trauma-informed practice, inclusive practice and social emotional learning which underpin our wellbeing culture. High expectations for every student are established and maintained through effective role modelling, explicit teaching, feedback, and planned systems and protocols. To achieve our goal and commitment to students' wellbeing and engagement, key approaches and programs prioritised and valued by the school are:

- RASLs & Positive Rewards
- Restorative Practice
- GBHS Safe Respectful Learners (PBIS)
- Classroom Management Scaffold – Explicit Teacher strategies
- Peer Mediation

Granville Boys High 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote respect and positive relationships and school climate to support the prevention of bullying.



## Partnership with parents and carers

Parents and carers play an important role in the school community. The School Community Charter outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. Granville Boys High School will provide parents, carers and the school community with opportunities for increased education for topics of interest and areas relevant to the school's context. This will include parent/carer/teacher interviews, educational information nights and promotion of external services relevant to the school's context and student learning outcomes. The student wellbeing team will collaborate with parents and carers through a multi-tiered support approach and provide community connected services with internal and external agencies. Granville Boys High School will partner with parents/carers in establishing expectations for parent engagement, and in developing and implementing student behaviour management strategies, including for bullying and/or cyberbullying behaviour by:

- Inviting families and student feedback through formal and informal means. For example through Tell Them from Me Surveys, school surveys, student orientation, parent teacher interviews and consulting with the school's P&C.
- Using concerns raised through community complaints procedures to review school systems, data and practices in line with Department policy. Granville Boys High School will communicate these expectations to parents/carers via:
  - Email
  - Newsletter
  - Social media and school website
  - Placed on school noticeboard and placed prominently around the school
  - Orientation and Transitions days
  - Phone calls
  - Face to face meetings

## School-wide expectations and rules

| Expectation - Safe     | Expectations - Respectful   | Expectation - Learners         |
|------------------------|-----------------------------|--------------------------------|
| Safe in the playground | Respectful in our words     | Engaging in learning           |
| Safe in the classroom  | Respectful with our peers   | Prepared for learning          |
| Safe in the community  | Respectful with our teacher | Attempting all learning        |
| Safe on excursions     | Respectful with our actions | Asking for help when learning. |

## 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

| Care Continuum               | Strategy or Program     | Details   | Audience         |
|------------------------------|-------------------------|---|------------------|
| <b>Prevention</b>            | Classroom Management    | Teacher and classroom expectations.                           | All students     |
|                              | Award, and merit system | Reinforce expectations and recognise student merit.           | All students.    |
|                              | PBIS initiatives.       | Rewards days, workshops, PBIS Day, end of term reward events. | All students.    |
|                              | Creating chances        | Alternative and preventative strategies.                      | Select students  |
|                              | Top Blokes              | Alternative and preventative strategies.                      | Select students  |
| <b>Early intervention</b>    | Monitoring              | Identify goals and give explicit direction.                   | Select Students. |
|                              | Meetings/Mediation      | Reflection and identification of concerns.                    | Select students. |
| <b>Targeted intervention</b> | Rage program            | Help mentor and address specific behaviours of concern.       | Select students  |



| Care Continuum                 | Strategy or Program            | Details   | Audience           |
|--------------------------------|--------------------------------|---|--------------------|
|                                | The Y – Alternative Suspension | To support students to maintain their learning and to receive targeted support. | Select students    |
|                                | PLPs                           | Personalised Learning Plans   | Selected Students. |
| <b>Individual intervention</b> | School Counsellors             | Personalised support  | Select students    |
|                                | WHN Nurse                      | Personalised support  | Select students.   |

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

| <b>Prevention</b><br><b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>   | <b>Early Intervention</b><br><b>Responses to minor inappropriate behaviour</b>   | <b>Targeted/Individualised</b><br><b>Responses to behaviours of concern</b>  |
|---|--|--|
| Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.                                      | Refer to school-wide expectations.   | Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.<br><br>CT to follow faculty and school processes should behaviour escalate.   |
| Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.  | Use indirect responses e.g. Proximity, signals, non-verbal cues, strategically ignore, attend, praise, redirect with specific corrective feedback.   | HT/DP/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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| Provide tangible reinforcers. Include those that are: <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> <li>• Intermittent and infrequent</li> </ul> | Use direct responses e.g. rule reminder, re-teach, provide choice, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.        | HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.  |
| Social-emotional learning lessons are taught frequently.  | Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. Matching strategies and interventions to the function of the student's behaviour, including NCCD adjustments.             |
| <b>Teacher/parent contact</b>   | <b>Teacher/parent contact</b>  | <b>Teacher/parent contact</b>  |
| Parents are notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. Student awards for positive behaviour are given at assemblies.   | Teacher contacts parents when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team (LST) may be discussed.  | Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.  |



## Responses to serious behaviours of concern

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).



## Detention, reflection and restorative practices

| Strategy                              | When and how long?                                       | Who coordinates?                                | How are these recorded?                      |
|---------------------------------------|--|---|--|
| Classroom reflection/detention        | During recess and lunch<br>Maximum 15 minutes at a time. | Classroom teachers & Head Teachers              | Sentral wellbeing entry                      |
| Senior Executive reflection/detention | During recess and lunch<br>Maximum 15 minutes at a time. | Deputy Principals and Principals                | Sentral wellbeing entry                      |
| After School Detention                | Thursday and Friday afternoons.<br>1 Hour.               | Head Teachers, Deputy Principal, and Principal. | Sentral wellbeing entry with parent contact. |
| Peer mediation                        | As needed and requested.<br>Approximately 30 minutes.    | Peer Mediation coordinator and peer mediators.  | Sentral wellbeing entry.                     |
| Monitoring booklet                    | Between 1-14 days.                                       | Head Teacher, Deputy or Principal.              | Sentral Wellbeing entry.                     |

### Review dates

Last review date: 27.11.25: Term 4, 2025

Next review date: 20.3.2026: Term 1, 2026



## Appendix 1: Behaviour Management Flowchart

### SEQUENCE FOR STUDENT BEHAVIOUR SUPPORT

|                                 |  |  |
|---------------------------------|--|--|
| <b>Deputy/Principal Managed</b> | <p style="text-align: center;"><b>CRITICAL INCIDENTS AND PERSISTENT BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>Assault and Violence</li> <li>Ongoing intimidation, harassment, and bullying.</li> <li>Persistent and ongoing vandalism (referred by HT)</li> <li>Possession of a major banned item and/or weapon</li> <li>Persistent misbehaviour (referred by HT)</li> </ul>   | <p style="text-align: center;"><b>POSSIBLE DEPUTY/PRINCIPAL ACTIONS</b></p> <ul style="list-style-type: none"> <li>Meeting with parents / carers</li> <li>Sentral Welfare Entry*</li> <li>Formal Caution</li> <li>Deputy Monitoring Program</li> <li>Suspension</li> <li>Loss of privileges (use of oval, access shops for seniors etc)</li> <li>Regional Office support</li> <li>Interagency intervention</li> <li>Referral to LaST</li> <li>Alternative education program</li> <li>Counsellor referral</li> </ul>  |
| <b>Head Teacher Managed</b>     | <p style="text-align: center;"><b>CONTINUED MISBEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>Continual refusal to enter classroom and truanting</li> <li>Continual refusal to work or follow instructions.</li> <li>Persistent inappropriate verbal remarks and verbal abuse of a teacher</li> <li>Continually disturbing the learning of other students</li> <li>Graffiti and/or damage to equipment</li> <li>Persistent inappropriate behaviours / language</li> <li>Bullying, harassment, and intimidation</li> </ul> | <p style="text-align: center;"><b>POSSIBLE HEAD TEACHER ACTIONS</b></p> <ul style="list-style-type: none"> <li>Parent / Carer contacted</li> <li>Sentral Welfare Entry</li> <li>Faculty Monitoring Card and detentions</li> <li>Complete unfinished work</li> <li>Modification of learning plan</li> <li>"N" Award notification</li> <li>Referral to LaST</li> <li>Removal from class / practicals</li> <li>Risk assessment</li> <li>Counsellor referral (following consultation)</li> </ul>   |
| <b>Classroom Managed</b>        | <p style="text-align: center;"><b>MISBEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>Late to class</li> <li>Truancy</li> <li>Bullying</li> <li>Disrespecting others</li> <li>Failure to follow instructions.</li> <li>Inappropriate use of electronic devices</li> <li>Inappropriate language / swearing</li> <li>Failure to complete set work</li> <li>Not engaging in class activities</li> <li>Not bringing appropriate equipment</li> </ul>  | <p style="text-align: center;"><b>POSSIBLE TEACHER ACTIONS</b></p> <ul style="list-style-type: none"> <li>Verbal warning</li> <li>Explain choices / expectations.</li> <li>Modify class environment (seating plan, table settings)</li> <li>Reflection session</li> <li>Sentral Welfare entry</li> <li>Method of Shared Concern (bullying)</li> <li>Send to HT</li> <li>Parent / Carer contact (HT consult)</li> <li>Send to buddy teacher</li> <li>Adapt the curriculum</li> <li>Complete unfinished work</li> <li>Stay after class to discuss problem (detention)</li> <li>Year Advisor contact</li> </ul> |
| <b>Positive Behaviours</b>      | <ul style="list-style-type: none"> <li>School rewards and merit system.</li> <li>Reward days + special events</li> <li>RASL</li> <li>DP Excursions</li> <li>Fishing</li> <li>Year Advisor lunch</li> </ul>   |  |



## Appendix 2: Bullying Response Flowchart

