

# NSW Department of Education - Greenacre Public School

## School Behaviour Support and Management Plan

### Overview

Greenacre Public School is committed to explicitly teaching and modelling positive behaviour to ensure all students receive what they need in order to learn to the best of their ability. Our goal is for every student to have a sense of self worth and feel like they belong at our school. We focus on creating a transparent learning environment where all students will thrive and become adaptable citizens who show respect for themselves and others. We have four fundamental beliefs and assumptions that underpin our approach to behaviour and wellbeing and they are; When the adult changes everything changes. Everyone can learn and improve. Every student has their own story. Everyone has the right to be heard.

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

To achieve this, key programs valued by the school community include:

- TOOLBOX Project - 12 social emotional strategies utilised across the school
- The Wellbeing Distillery
  - Character strengths - 24 scientifically identified character strengths used to increase self-worth, connection and belonging across the whole school
  - Here's A Thought - a program designed to directly address the 10 biggest worries of adolescence through a solution-focussed lens as our Stage 3 students transition to high school

These programs prioritise social and emotional learning which supports our students self-awareness, self-management, relationship skills and responsible decision making. They equip our students with the necessary tools and language to manage their own social, emotional and academic success.

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.

A key component of Greenacre PS school culture is a focus on connection and belonging with an ethos in which bullying is not accepted, in all school environments. School staff actively respond to promote a positive climate for all students.

## Partnership with parents and carers

Greenacre Public School values working alongside parents/carers as partners in their child's learning establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, through:

- evidence based approach that Greenacre PS utilise is based on the work of Karen Mapp.
- partnerships with parents and carers are a key component of the wellbeing programs run at Greenacre PS. Families have been taught how to use the strategies of the TOOLBOX Program at home and are familiar with the language to support the school in implementing this strategy.
- the school intends on upskilling families about the character strengths and HAT programs to inform and strengthen their use among the school community.
- positive phone calls home are an important part of Greenacre PS wellbeing systems as they establish clear and supportive relationships between parent/carers and teachers at the beginning of each year.
- the P&C are an integral part of the wellbeing approach at Greenacre PS. They act as a consultative focus group and any new initiative or framework which is proposed they are consulted on before any implementation occurs in order to make it as successful as possible. To be able to achieve this, the relationship between the school and the P&C is transparent, honest and differences of opinions are valued and sought after. Rigorous conversations about behaviour and wellbeing are expected and any concerns regarding wellbeing initiatives and systems are raised and discussed.
- targeted conversations / learning conferences to discuss plans in place and achievement made by students in their social and emotional learning, including behaviour

These expectations are communication with parents/carers through the communication channels both in person and online. For example, kindergarten orientation, parent information evenings, seesaw, social media (facebook and instagram), our newsletter and website. Our school proactively and systematically 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

Greenacre PS School Rules
Follow Teacher Directions
Allow Others to Learn

Greenacre PS have the 2 above rules for the classroom. The first rule is a safety rule about who is running the classroom and the second rule is a social rule based on the purpose of the class.

The school worked as a community to determine the 6 values that are most important to our school culture. The values are:

Communication  
Personal Growth  
Respect  
Fairness  
Relationships  
Teamwork

As a school community we are currently working on developing expectations for the playground that are linked to the values above.

## Behaviour Code for Students

Our school is committed to providing a safe, supportive and responsive learning environment for everyone. We teach and model the behaviours we value in our students. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

The Behaviour Code for Students can be found [here](#). 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 in 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 expectations that align with the two school rules
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement through the use of Caught You Being Good
- teaching replacement behaviours for 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.

Strategy or Program	Details	Prevention	Early intervention	Targeted Intervention	Individual	Audience
<b>Recognition system</b>	Recognises student's positive behaviours across K-6 in all school settings. Positive behaviours will be recognised with Good News Awards. Students will receive these at set times throughout the week and term. At the beginning of each term, teachers will receive a bundle of Good News Awards that are to be handed out at set times throughout the week.	x	x			K-6
<b>Brain Breaks</b>	A powerful way to increase attention, refocus or assist in self-regulation within the classroom. Brain breaks are implemented across the school in the middle of the morning session and at various times according to student need.	x	x			K-6
<b>Morning Greeting</b>	Teachers greet each individual student using a gesture or verbal greeting chosen by the student out of four possible greetings. This is	x			x	K-6

Strategy or Program	Details	Prevention	Early intervention	Targeted Intervention	Individual	Audience
	done consistently at the classroom door every morning prior to students entering the room as a way to increase connection and build rapport between students and staff.					
<b>Affirmations</b>	Each class recites positive affirmations as part of the morning routine. This is done as a means to promote self worth, motivation and assert our students strengths and sense of self. These positive affirmations are designed to transform our students' thinking to be increasingly positive and optimistic.	x	x			K-6
<b>Microskills of behaviour</b>	A set of 10 skills implemented to make the learning environment more safe and supportive for all students.	x	x			Staff
<b>Staff Wellness</b>	A focus on staff wellness as part of Strategic Direction 3 allows staff to understand themselves and what strategies allow them to be at their best. Staff who are aware of their emotions and who maximise activities to promote their wellness will be the best versions of themselves for our students.	x				Staff
<b>Functions of behaviour</b>	Behaviour is purposeful, observable and communicative. Staff investigate the purpose or function of every behaviour and collect data to determine how to best support students and teach replacement behaviours. By understanding functions of behaviour (escape, attention, tangible, sensory), specific, purposeful strategies can be implemented for individual students to thrive in class and on the playground.	x	x	x	x	Staff
<b>Caught You Being Good (CYBG)</b>	Caught You Being Good tokens are to be given out to students immediately when they are demonstrating an expected behaviour. Any teacher can hand these out to students both in the classroom and on the playground to reward and reinforce positive behaviour. Each teacher draws student names at least	x	x	x	x	K-6
<b>Principal Afternoon Tea</b>	Each term, two students from every class are chosen out of a CYBG draw to attend a Principal Afternoon Tea to acknowledge and celebrate positive behaviour. Families are also invited to attend this event.	x		x		Selected students
<b>TOOLBOX Project</b>	TOOLBOX Project builds awareness of 12 innate Tools that already exist inside everyone. Opening the door to authentic relationships to self and others, Toolbox Project naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life.  The TOOLBOX Project has been modified for the support unit to cater to the diverse needs of students in our support unit classes.	x	x	x	x	K-6
<b>Character Strengths</b>	A program designed to teach students about the 24 scientifically identified character strengths which are the positive parts of your	x	x	x	x	K-6

Strategy or Program	Details	Prevention	Early intervention	Targeted Intervention	Individual	Audience
	personality that impact how you think, feel and behave. These character strengths will form a basis of how the school community interacts with each other to form strong connections and a sense of belonging.					
<b>Here's A Thought (HAT)</b>	The HAT Wellbeing Program empowers students by encouraging conversations about important topics, sparking intellectual growth, and nurturing emotional intelligence. Both longitudinal and emerging research, involving tens of thousands of adolescents, has helped identify the issues that teenagers most worry about. HAT is designed to directly address the 10 biggest worries through a solution-focussed lens.	x	x	x	x	Stage 3 students
<b>Child Protection</b>	Teaching child protection education is a mandatory part of the syllabus.	x	x		x	K-6
<b>Rumbles Quest</b>	A robust and reliable measure of social and emotional wellbeing for primary school children. It is presented as an engaging computer game that makes it easy for children to respond to questions in a natural way.		x	x		Years 2-6
<b>Anti-bullying and Cyber Bullying</b>	Stage appropriate lessons to tackle bullying, racism, harassment. inc. Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying	x	x	x	x	K-6
<b>Buddy System</b>	A program designed to facilitate connection and belonging for our Kindergarten students through scheduled afternoons with their Year 6 buddies.	x		x		Kindergarten and Year 6
<b>Breakfast Club</b>	Breakfast is provided each morning from 8:30am - 9:00am. Giving our students the best start to a learning day as possible. Studies show that children who eat breakfast do better in school, have better concentration, perform better on standardized tests, have fewer behaviour problems and are more energetic.	x	x	x	x	K-6
<b>LST Framework Caseload Meetings</b>	Caseload approach to ensuring students are monitored in attendance, wellbeing and learning.		x	x	x	K-6
<b>Cyber Bullying, Violence and Intimidation</b>	Each semester our Police Youth Liaison Officer works with Stage 3 to target, teach about and address violence, intimidation, bullying and cyberbullying.	x	x	x		Stage 3 students
<b>Cohort based reward systems</b>	Proactively working towards improvement in behaviour for specific students becomes a priority when an AP raises concern for their grade or stage with their DP. Specific targeted rewards systems are implemented based on student need in these instances.	x	x	x		
<b>Hassle Log</b>	A visual tool for promoting self-reflection and problem-solving, used one-on-one or with a			x	x	Support Unit

Strategy or Program	Details	Prevention	Early intervention	Targeted Intervention	Individual	Audience
	small group or class. It presents a structured 'non-judgemental' framework for students to reflect on how they handled their anger in a given situation					students and students with disability
<b>Dog Therapy</b>	The support dog program aims to enhance each student's learning experience by improving attendance, supporting positive behaviour, and teaching valuable social and life skills.	x	x	x		Support Unit students and students with disability
<b>Sensory Room</b>	A multi-sensory room to provide tailored sensory experiences that cater to the unique needs of students with additional needs. This room offers an environment designed to enhance sensory processing and support developmental goals for students.	x	x			Support Unit students and students with disability
<b>Adjustment Plans</b> <b>Behaviour Support Plans</b> <b>Behaviour Response Plans</b> <b>Risk Management Plans</b>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans for particular students who display more complex behaviour and who require targeted teaching and interventions.			x	x	Individual students, parent/carer, LAST, AP
<b>Check Ins</b>	Students on a senior executive caseload select three staff members with whom they have a strong relationship or they feel most comfortable talking to. The purpose of check-ins varies from student to student, however, in most instances they are designed to support students' social/emotional needs. These check ins are written into student adjustments or plans and conversations are documented.	x		x	x	Individual students
<b>SLSO playground supervision</b>	Specific students on a senior executive caseload who may require additional support in socialising or who may require extra supervision for physical, social or emotional reasons can be allocated an SLSO on the playground. This is determined by senior executive.	x		x	x	Individual students
<b>School Counsellor</b>	Works with students one on one who require counselling support and completed assessments for individual students.	x			x	Individual students on senior executive caseload

Strategy or Program	Details	Prevention	Early intervention	Targeted Intervention	Individual	Audience
<b>Suicide Prevention</b>	Managed plan to support individual students and families going through crisis.				x	K-6 individual students

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

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 targeted, ongoing and repeated and involves behaviour that can cause harm. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

Teacher managed behaviours: day to day incidents that occur in class and on the playground.

AP managed behaviours: consistent low level behaviours or behaviours referred by the classroom teacher by the AP which require support to manage (these would be added to the caseload).

Senior executive managed behaviours: any incidents that have immediate safety concerns, high level inappropriate behaviors for example, bullying, racism, property damage and violence.

To understand the planned responses to behaviour in more detail, see:

Greenacre Public School Behaviour Management Process - Appendix 1

Greenacre PS Classroom Support Plan - Appendix 2

Greenacre Public School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

Greenacre 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.

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.

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. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

When responding to bullying behaviour, Greenacre Public School aims to be proportionate, consistent, and responsive, find a constructive solution for everyone and stop the bullying from happening again. The following strategies may be drawn upon:

- senior executive is notified and deals with it at a senior executive caseload
- restorative practices to restore the relationships between the students involved
- parent/carer notify through phone call or parent meeting
- banning use of technology at school
- additional supervision on the playground
- targeted lessons on bullying and engaging with days that promote anti-bullying
- check in systems and social/emotional adjustment plans

For what bullying is and how we aim to prevent it see Appendix 3.

Greenacre Public School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations are explicitly taught and referred to regularly. Teachers model behaviours and provide regular opportunities for practice. Students are positively reinforced and acknowledged for meeting school-wide rules and expectations.	Follow Greenacre Classroom Support Plan: <ol style="list-style-type: none"> <li>1. Observe inappropriate behaviour.</li> <li>2. Problem solve with students.</li> <li>3. If no executive is required, STEP 1 - prompt, redirect, reset, reteach, choice. If behaviour stops, CYBG and praise.</li> <li>4. STEP 2 - if behavior continues, give warning and verbal encouragement. If behaviour stops, CYBG and praise.</li> </ol>	Immediate Executive Intervention: For behaviours which threaten the immediate safety of others, senior executive are contacted via the office straight away. This means that the incident occurring presents a risk of injury or is causing injury to others. Otherwise record the incident on Sentral and notify senior executive by the end of the day.
Relationship based: Strong positive relationships are so important. Teachers take the time to <ul style="list-style-type: none"> <li>- get to know the student</li> <li>- find the positives</li> <li>- meet and greet students at the door to start each day</li> <li>- staff create student profiles to get to know</li> </ul>	Follow Greenacre Classroom Support Plan: <ol style="list-style-type: none"> <li>5. STEP 3 - if behaviour continues apply behaviour consequence which is logical and individualised</li> </ol> For students with disability, the Classroom Support Plan includes the use of a Hassle Log. <i>Culture of Wellbeing p. 12</i>	AP/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.
Recognition system: To recognise student's positive behaviours across K-6 in all school settings. Positive behaviours will be recognised with Good News Awards. Students will receive these at set	Teacher records any classroom or playground behaviour incidents on Sentral, including any follow up action by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the anti-racism contact officer	AP/DP collects information and reviews the incident from multiple perspectives to determine the next steps. AP/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action including suspension.



times throughout the week and term. <i>Culture of Wellbeing p. 33</i>	(ARCO), by notifying them on the incident.	
Caught You Being Good (CYBG): Must be meaningful, flexible and immediate and lead to tangible reinforcers which are determined by individual teachers. <i>Culture of Wellbeing p. 32</i>	Functions of behaviour: Students who display continuous inappropriate behaviours are raised at team meetings and are then supported by their AP to track and monitor the behaviour of concern. Tracking sheets are then analysed to determine the function of behaviour to develop plans and implement replacement behaviours.	Refer to the AP or senior executive caseload 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 students behaviour, including NCCD adjustments.
Social emotional learning lessons are taught each week. This includes lessons on TOOLBOX, Character Strengths, Here's A Thought (Stage 3).		
<b>Contact with parent/carer</b>	<b>Contact with parent/carer</b>	<b>Contact with parent/carer</b>
Teachers contact parents through phone calls or on Seesaw to communicate expectations and relay positive news. Letters are sent home through the LST process to engage parents when students require adjustments, plans or are placed on intervention programs.	Teacher contacts parents by phone when a range of corrective responses have not been successful. Individual planning and referral to AP caseload may be discussed. Stand alongside leadership: <i>Culture of Wellbeing p. 26</i>	Parent/carer contact is made by executive to discuss any support and behaviour responses, including the caseload level, referral to school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Senior executive must be notified for serious behaviours of concern, including physical violence and bullying. The incident will be recorded on Sentral with appropriate follow up comments listed. These may include:

- student referral at AP/DP or senior caseload meeting
- review or development of adjustment, behaviour plan or BMP that incorporate replacement behaviours based on data
- communication and collaboration with parents/carers
- where necessary, liaise with [Team Around a School](#) for additional support or advice
- consequences which are used as teaching tools and target behaviours that students to learn
- 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.

Students or parents/carers can report bullying to any staff member.

## Reporting and recording behaviours of concern

Staff will comply with 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](#).

Staff will record serious behaviours of concern on Sentral under *negative incident > behaviour*. (See *Culture of Wellbeing p.24*).

Executive will contact the parent/carer to inform them of the incident which will be written in follow up action within the incident.

If there is a risk of harm as a result of the incident, the principal or delegate will contact the incident hotline and create a Sentral incident under *neutral incident > outside agency contact* with the reference number from the call and a link to the behaviour incident logged in Sentral.

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?
<b>Time-Out:</b> Time-out within the classroom is a strategy any classroom teacher can use with or without the support of an SLSO. The time The student independently or with support reflects on the TOOLBOX strategies that will support them when they return to learning. This time out should be no more than 3-5mins and then the student returns to learning.	If a student is not responding to prompts, redirection or reminders, a teacher can choose to give them an in class time-out. In class time-out should take no more than 3-5 minutes.	Class Teacher	Class time-out book
<b>Immediate Executive Intervention</b> Classroom teacher phones the office for incidents where immediate support is required. A senior executive will come get the student or the student will be sent up after the phone call has been made. The student is given time to reset, regulate and recover so the student is ready to learn. Executive review the incident and determine consequences.	Teacher discretion, during class time (not in prime learning time 9:00am - 11:30am)	Class teacher contacts the office	Sentral <i>negative incident &gt; behaviour &gt; triage</i>
<b>Alternate break plan / Miss out on play:</b> Withdrawal from the playground during breaks and re-allocation to classroom or office following a breach in behaviour, i.e. follow up consequence from triage, not following school rules, unsafe behaviours at previous breaks. The purpose is to assist the student to reflect on their behaviour, achieve the desired behaviour and make positive choices. The supervising teacher assists the student to engage in conversations	During break time, depending on the seriousness of the incident. Regardless of time, students are always allowed to eat, drink and use the toilet as required.	Teacher, executive or Principal discretion (depending on the behaviour)	Sentral <i>negative incident &gt; behaviour</i>

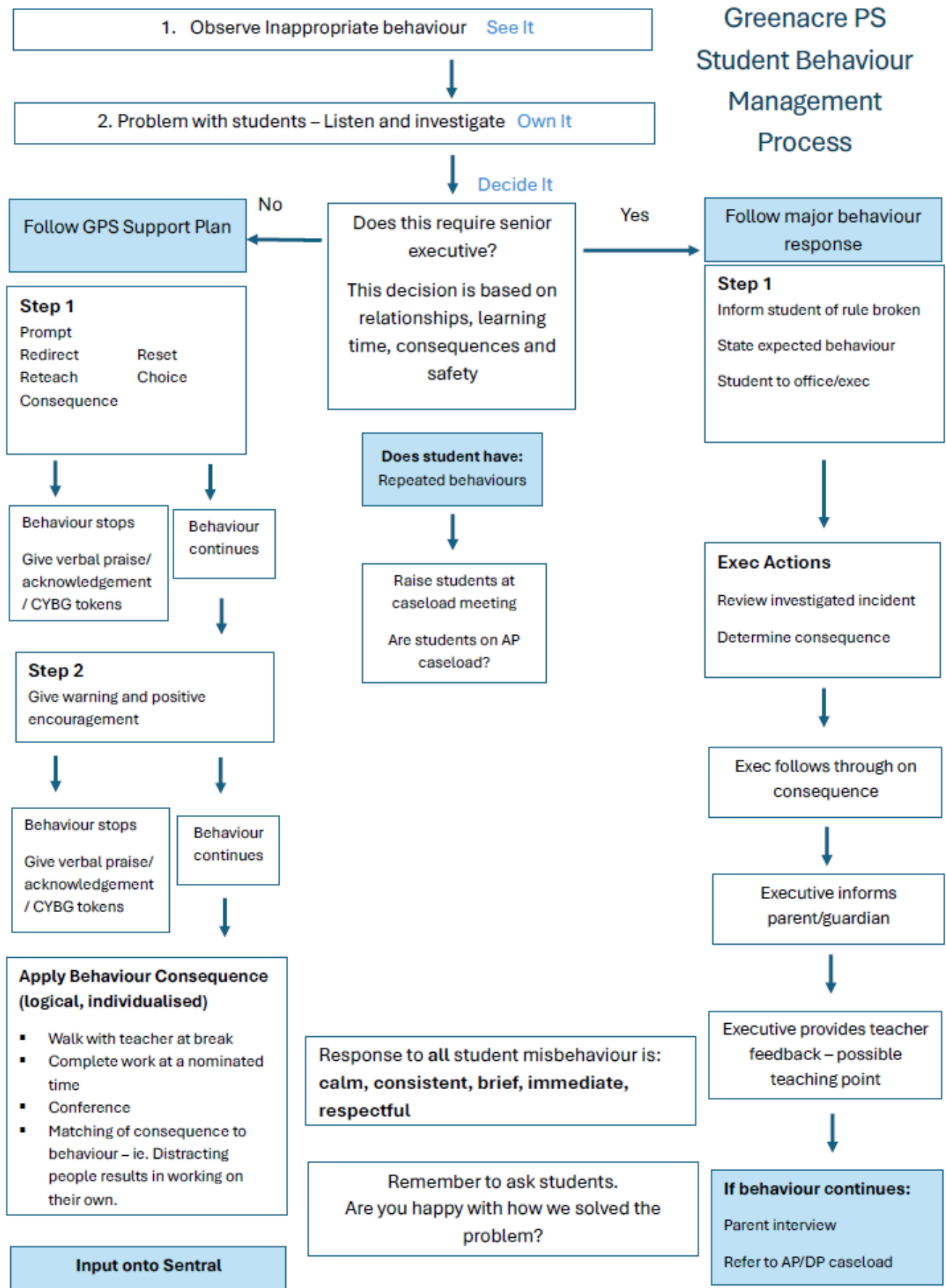
Strategy	When and how long?	Who coordinates?	How are these recorded?
based on TOOLBOX Project, Character Strengths, HAT.			
Restorative Discussion When incidents get to a senior executive level, restorative conversations are always utilised to support the students. We are working on all teachers being upskilled in this.	When students are sent to senior executive.  Depending on the incident or needs of the student.	Senior executive	Sentral <i>negative incident &gt; behaviour &gt; follow up actions</i>  <i>OR</i> <i>neutral incident &gt; wellbeing</i>

## Review dates

Last review date: [31 January: Day 1, Term 1, 2025]

Next review date: [3 February: Week 2, Term 1, 2026]

## Appendix 1: Greenacre PS Behaviour Management Process

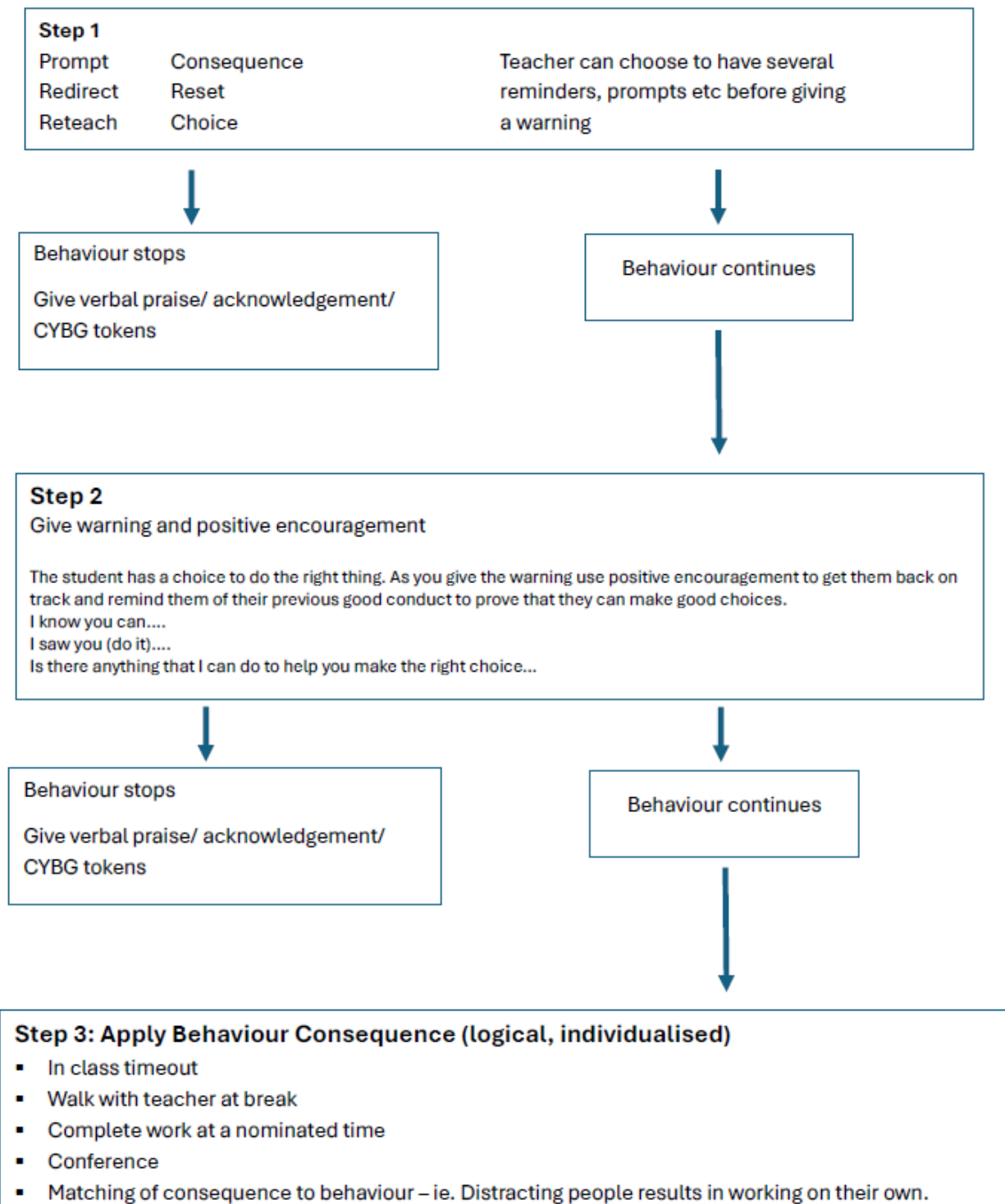


## Appendix 2: Greenacre PS Classroom Support Plan

### Greenacre PS Classroom Support Plan

Calm and easy on every step, with plenty of take up time. Resist the urge to jump steps

*Always provide take up time*



## Appendix 3: Bullying Response Flowchart

