Greenwich Public School Behaviour Support and Management Plan

Overview
Greenwich Public School is a Positive Behaviour for Learning (PBL) school that models and explicitly teaches the values of respect, responsibility, and success. We are committed to ensuring that every student is known, valued, and cared for, providing opportunities for every student to engage and succeed in learning.

Objectives – Guideline Statement
The School's Behaviour Support and Management Plan fosters a student-centred, collaborative and inclusive approach to supporting positive behaviour. This plan aims to support and manage student behaviour through a variety of strategies that include:

- *Whole School Approaches* – these approaches will work for the majority of students and include the school PBL model of respect, responsibility and success.
- *High Behaviour Standards* – behaviour expectations are explicitly taught to students and are rewarded through the PBL reward system.
- *Parental and carer engagement* – parents and carers play an integral part of a student's wellbeing and behaviour.
- *Collaborative partnerships* – external providers, such as Occupational Therapists and Psychologists, are an essential support for many students and assist the students to better regulate and thrive as individuals.
- *Multi-tiered support* – a multi-tiered continuum of care supports the needs of all students, not just those with complex and challenging behaviours.
- *Individualised supports* – tailoring the support for students with higher needs is essential for success. Behaviour support plans help identify individual supports that will allow students to achieve success.
- *Explicit teaching and reinforcement* – Research shows that explicit teaching has one of the highest effect sizes so teaching behaviours needs to be explicitly taught to get the best results.

Context
Greenwich Public School and its community work together to provide a quality learning environment where all students and staff are treated fairly and with dignity. We strive to maintain an environment free from disruption, intimidation, harassment, victimisation, and discrimination. To achieve this, we uphold high standards of discipline, ensuring a safe and inclusive atmosphere for everyone.

Our goal is to develop socially responsible young people capable of making informed decisions. This is achieved through an effective social, cultural, and academic curriculum tailored to the individual needs of students. In implementing the School Behaviour Support and Management Plan, we ensure no student is discriminated against, harassed, or victimised, in line with legislative requirements.

This guideline is consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools. We also implement an Anti-bullying Plan consistent with the Student Behaviour policy - Bullying: Preventing and Responding to Student Bullying in Schools Policy

Additional resources

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.
Partnership with parents and carers
We work closely with our parent and carer community to support student behaviour. Key programs prioritised

and valued by the school community to support positive behaviour are Positive Behaviour for Learning and the school learner characteristics.

Greenwich Public School partners with parents/carers in establishing expectations for engagement in developing and 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.

Greenwich Public School will communicate these expectations to parents/carers through the Meet The Teacher Evenings, Term 1 Parent Teacher interviews, the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety, and wellbeing.

Where necessary, student Behaviour Management Plans are developed of individual students requiring extra support with behaviour and are monitored in collaboration with parents/carers. There are also processes in place for referrals to the School Counsellor or for the School Counsellor to liaise with external agencies supporting students.

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. School Community Charter

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.

School-wide expectations and rules

The school's Positive Behaviour for Learners (PBL) teaching program is a strategic whole school approach that explicitly teaches social and emotional skills and behaviour expectations that are listed below. The program is proactive and prevention-focused. This program is taught K-6 and across all support unit classes. Explicit lesson are taught at the beginning of the school year so that students and teachers have a comprehensive understanding of the expectations of students.

Respect	Responsibility	Success
Use your voice kindly	Follow teacher instructions	Give your best effort
Mind your personal space	Be safe	Bounce back from difficulty
Share fairly	Stay in the right place	Encourage others to succeed

The PBL system includes the reinforcing of positive behaviour with the wings system. Students earn wings, which are titled Respect, Responsibility and Success, that are collected to earn a Bronze Award. Students continue to collect awards where their goal is working towards a School Banner. The below diagrams detail the progression.

The PBL system also includes Minors and Majors which are the consequences for inappropriate behaviour. Below is a flow chart that identifies different inappropriate behaviour categories and what the consequence will be for the behaviour.

Greenwich Public School Award System

Banner and Morning Tea with Principal

3 Gold = Banner

3 Silver = Gold

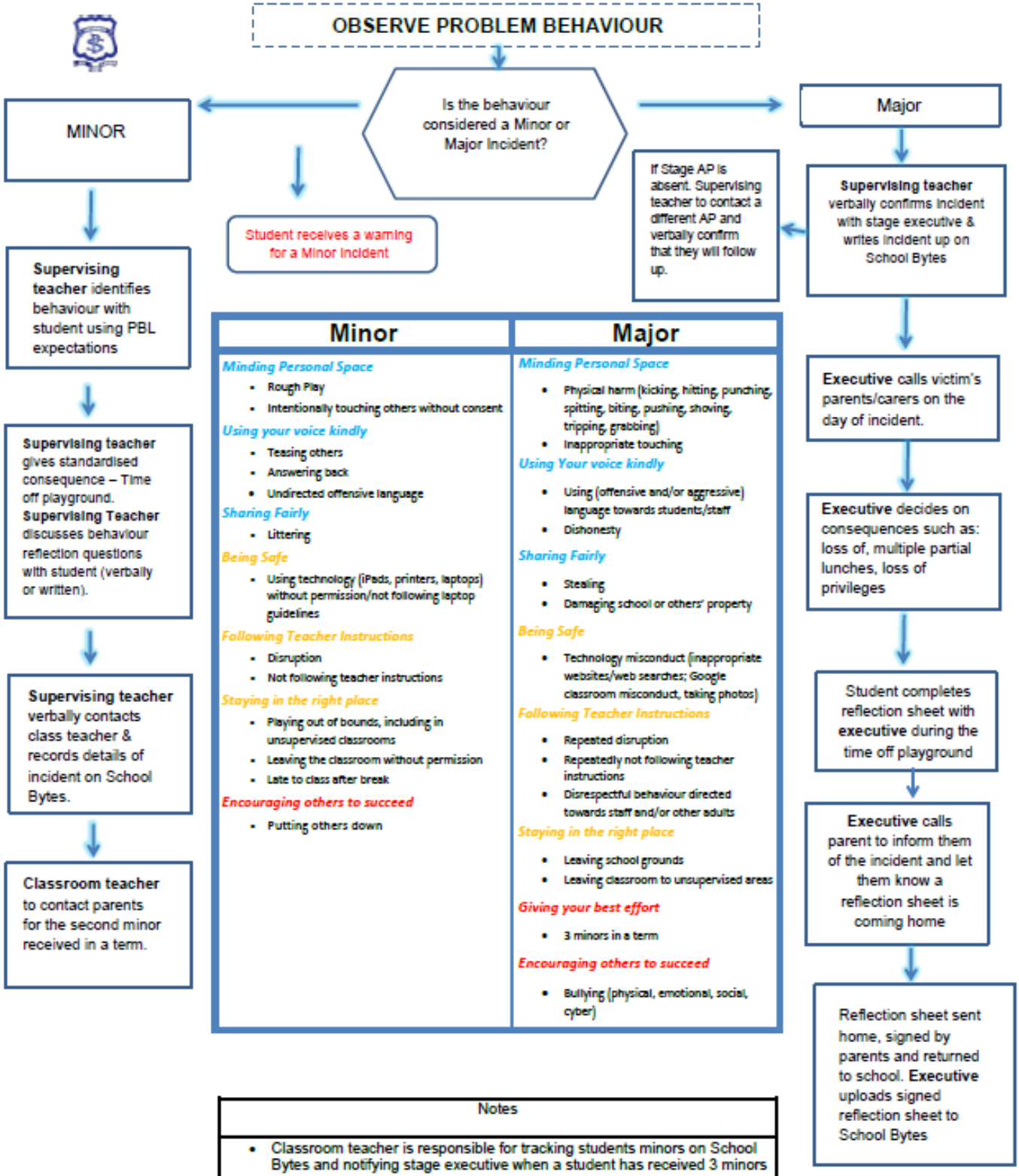
3 Bronze = Silver

6 Wings = Bronze

Greenwich Public School
Award System

Wings 	There are three different Greenwich Wings, one for each school value. Teachers hand out 10 Greenwich Wings each week in their classroom and 2 on each playground duty. Specialist teachers and executive staff also hand out Greenwich Wings. Valid Greenwich Wings must include the student's name and a teacher's signature. Students store their Greenwich Wings at school. Each student is responsible for tracking their own Greenwich Wings. They will not be replaced if lost.
Bronze Awards 	Bronze Awards are received when students have earned six Greenwich Wings. Teachers staple and initial the back of 6 Greenwich Wings to indicate that they have been traded up to a Bronze Award. Teachers record Bronze Awards on School Bytes. Year 1-6 teachers hand out bronze awards to students in class. Kindergarten teachers hand out bronze awards at assembly.
Silver Awards 	Silver Awards are received when students have earned three Bronze Awards. Classroom teachers record Silver Awards on School Bytes. Silver Awards are handed out at assembly.
Gold Awards 	Gold Awards are received when students have earned three Silver awards. Classroom teachers record Gold Awards on School Bytes **and** T:\Teacher\Recognition Assemblies\2024 Gold Awards are handed out at a Recognition Assembly.
Greenwich Banner 	This is the school's most prestigious award. The Greenwich Banner is awarded to a student who has achieved or performed at an outstanding level over a period of time, indicated by the accumulation of three Gold Awards. Classroom teachers record banners in School Bytes **and** T:\Teacher\Recognition Assemblies\2024 The Greenwich Banner is presented by the Principal at Recognition Assembly. Students who receive a banner are invited to a special morning tea with the principal.

Flow Chart for Managing Inappropriate Behaviour



Notes
• Classroom teacher is responsible for tracking students minors on School Bytes and notifying stage executive when a student has received 3 minors • Executive responsible for carrying out Major procedure and providing feedback to classroom teacher • Students start each term with a clean slate • 3 Majors in a term = referral to LST, individual success criteria and/or behaviour management program

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 classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Scope and Sequence 2024	Respect, Responsibility and Success - modelled by all community members; explicitly taught by classroom teachers.	Whole school community
	Awards system	Wings system, which is part of the PBL system; provides reinforcement of positive behaviours and attitudes	Students
	PDHPE programs	Classroom teachers deliver programs addressing outcomes from the PDHPE syllabus covering positive relationships, anti-bullying, cybersafety, resilience, Bounceback	Students
	Incursions and workshops	Throughout the year students participate in presentations by external experts to reinforce positive behaviours. These include Interrelate, Online Guardians.	Students
	Professional Learning	Training and regular review of Positive Behaviour for Learning (PBL), learning characteristics, Zones of Regulation	All teaching staff and SLSO
	Classroom Management	Classroom expectations developed in line with PBL expectations. Strong student teacher relationships.	Classroom teachers
	Peer Support program	Recognition Assembly Day – the whole school comes together each term for an assembly. Following the assembly students are grouped in K-6 groups to foster K-6 relationships.	Students
	Curriculum	Curriculum links particularly through PBL/PDH teaching respectful relationships and good decision making	All
	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
	Harmony Week	Every year, our Harmony Week activities celebrate the diverse cultures within our community.	Whole school community
	Ant-racism initiatives	Anti-racism messages are embedded in all teaching and learning programs through the exploration of quality literature.	Whole school community

Care Continuum	Strategy or Program	Details	Audience
	Anti-bullying initiatives	Anti-bullying messages are embedded in all teaching and learning programs. Where necessary, explicit anti-bullying strategies are incorporated into the Behaviour Management Plans of specific students.	Whole school community
Early Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
	Kindergarten pre-school liaison	Our Kindergarten leaders conduct targeted conversations with pre-school directors to understand behaviour and learning needs of newly enrolled students.	Teachers, parents
	Family transition to school meetings	New families meet with our staff to discuss their child's behaviour and learning needs.	Parents
	PBL- Positive Behaviour for Learning	PBL Tier 1 schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive environment	Whole school
	Lunch time Clubs	Lunch time clubs as an alternative option to the playground. Knitting, mindfulness activities, drawing and games are offered to those who need a check-in or restorative session.	L&ST, SLSO and counsellor
Targeted	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
	Restorative sessions Behaviour Reflection Sheet	Sessions targeted at giving explicit support to students displaying negative behaviours that risk their or other's safety. During these sessions alternative behaviours are discussed.	AP/students
	PBL- Positive Behaviour for Learning	Where students do not display appropriate behaviours, teachers follow up with consequences from the Classroom Behaviour Management Procedures and Playground Behaviour Management Procedures. These can include minors and majors, meetings with executive staff and/or completing reflection sheets.	Students, CT, AP
Individual intervention	Behaviour Management Plans	Behaviour Management Plans are created, in consultation with parents and the Learning Support Team, to manage student behaviour safely and consistently. This may in response to a single incident or a repeated pattern of behaviour. Designed to support improvement in regulation.	Students and teachers, parent/carer, L&ST, AP
	Risk Management	These are completed for each excursion and special event. Students who may display unsafe	Teachers

Care Continuum	Strategy or Program	Details	Audience
	Plans	behaviours are identified and targeted strategies to support them are listed and utilised by supervising teachers.	
	Learning Support Team meetings	The Learning Support Team meets every Thursday. Teachers attend to ask advice, seek support or refer students for monitoring and/or individual interventions (including Individual Education Plans or Personalised Learning Pathways).	Teachers
	School Counsellor referral	When appropriate, referrals to the School Counsellor can be made through the Learning Support Team.	Parents
	Anti-Racism Contact Officer (ARCO)	Any reported incidents of racism are addressed and recorded by the ARCO and discussed with the Principal. Parents of students involved are contacted. The ARCO follows up with students involved.	Students
	Itinerant Support Teachers	Funds allocated for students needing specific support both in classrooms and on the playground.	L&ST, Principal, SLSO and APL&ST
	Formal caution, suspension and expulsion	Refer to DET suspension and expulsion procedures	Students

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

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

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.

- **Teacher managed –** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed –** behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes Behaviour/wellbeing system. These include

Classroom	Non-classroom setting
● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● time off playground for reflection and restorative practices ● communication with parent/carer.	● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● time off playground for reflection and restorative practices ● communication with parent/carer.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.
The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Links below to the Greenwich Public School Anti-Bullying Plan and the Department of Education's student behaviour policy and supporting documents such as the Behaviour code for students, detention and time-out procedures and suspension and expulsion procedures.

GPS Anti Bullying Plan 2024

NSW Department of Education Student behaviour policy

First hour: Listen

- 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 in School Bytes behaviour and wellbeing system
- 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 School Bytes behaviour and wellbeing system
- 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 School Bytes behaviour and wellbeing system

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes behaviour and wellbeing system
- 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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	**Early Intervention** Responses to minor inappropriate behaviour	**Targeted/Individualised** Responses to behaviours of concern
1. 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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day. Incident to be recorded on School Bytes.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught weekly.	4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
5. Teacher/parent contact - phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive 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 Policy
- Incident Notification and Response Procedures
- Student Behaviour policy and Suspension and Expulsion procedures.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games, app 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?
Self-directed time out	As needed, up to 20 mins	Student, Teacher, L&ST, Executive staff	Incident on School Bytes
Time Out In classroom	In class time Up to 15 minutes	Classroom Teacher	Documented in School Bytes
Buddy Class Time Out	In class time Until the end of the session	Classroom Teacher	Documented in School Bytes
Teacher directed time out	As needed, up to 20 mins	Teacher, L&ST	Anecdotal notes on School Bytes
Restorative practice – peer mediation or circles in groups	In class each day Restorative conversations as needed, with a maximum duration of 25 mins Scheduled for either lunch or recess break	Classroom/RFF teacher/Executive staff	Documented in School Bytes
Reflection Time at lunch – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Same/next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal	Documented in School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
(detention)			
Reflection time off class	Class and play time, up to a day, depending on behaviour	AP or Principal	Documented on School Bytes. A learning conversation takes place and the parent/carer is contacted.

Conclusion: By adhering to these objectives, Greenwich Public School ensures that all students receive the support they need to succeed academically, socially, and emotionally in a safe and nurturing environment. We are committed to a student-centred, positive, strengths-based approach to behaviour support and management.

Review dates
Last review date: Week 10, Term 3, 2024
Next review date: Week 1, Term 1, 2025