NSW Department of Education

School Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to thrive positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, responsible, and resilient learners in a caring learning community that fosters gratitude, empathy, and mindfulness.

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

- Positive Behaviour for Learning
- The Resilience Project

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

Grenfell Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Grenfell Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying 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.

Grenfell Public School will communicate these expectations to parents/carers through 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.

School-wide expectations and rules

Grenfell Public School has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

Respectful	Responsible	Resilient
Actively Listen	Right place, right time	Take on challenges
Follow instructions	Safe	Accept feedback
Speak nicely	Participate	Take responsibility for actions
Respect others	Ready to learn	Manage change

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document, translated into multiple languages, is available here: Behaviour code for students.

Whole school approach across the care continuum

Our school embeds student wellbeing 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
- embedding opportunities to practice gratitude, empathy and mindfulness

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Resilience Project	A comprehensive school wellness program fosters positive mental health across classrooms, staff, and the community, emphasising three proven pillars: Gratitude, Empathy, and Mindfulness (GEM), supported by Emotional Literacy as a foundational skill.	All
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention / Early intervention / Targeted / Individual	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
Early / targeted intervention	Friends for life Program	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual Students K-6
Early / targeted intervention	Rage	The Anger Management Group Program, RAGE, is specifically designed for young people who struggle to control their emotions	Individual Students K-6
Early / targeted intervention	Managing the Bull	The Managing the Bull Program is designed to build resilience to bullied youth and create a toolkit on how to manage bullying.	Individual Students K-6
Early / targeted intervention	Chillax	The Chillax program is a skill building course to help young people diagnosed with ADHD or students who have learning difficulties like ADHD diagnosis.	Individual Students 2-6
Targeted / Individual intervention	Learning and Support Team	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual intervention	Check-in, Check-up, Check-out.	The LST refer students to the executive who have attendance/wellbeing concerns. They are assigned an exec mentor to provide regular check-ins and check-ups and a check-out during the week.	Individual students, executive

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, Executive

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, guided by a matrix of minor and major behaviours, 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. See Appendix 1.

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. See Appendix 2.
- **Executive managed –** behaviour of concern is managed by school executive. See Appendix 3.

Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
• use of reset room • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• time out of play • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Grenfell Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and The Resilience Project consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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 (see Appendix 4):

- 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.

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.
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. Non-tangible reinforcers include those that are: • free and frequent Tangible reinforcers include those that are: • moderate and intermittent • significant and infrequent	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 Sentral and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (The Resilience Project) weekly.	4. Students are provided time out in the classes allocated reset room to allow self-regulation and time for the class to continue work. On the playground students to walk and talk with teacher.	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 records on Sentral by the end of the school day. Monitor and inform family as per Appendix 2. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone when a range of corrective responses have not been successful, and student is	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST,

Recognition awards for positive individual behaviour are given at weekly school assemblies.	required to access reset room. Individual planning and referral to Learning Support Team may be discussed.	school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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.

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.

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.

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?
Classroom Restoration – an informal debriefing after repeated minor behaviours of concern in the classroom/other setting.	Next appropriate break.	Teacher	Documented in Sentral
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next appropriate break or day at either lunch or recess break	Assistant Principal/Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office, library, 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 (detention)	Next break	Assistant Principal/Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal/Principal	Documented in Sentral

Review dates

Last review date: Week 1, Term 4, 2025

Next review date: Week 1, Term 1, 2026

Appendix 1: Behaviour Matrix

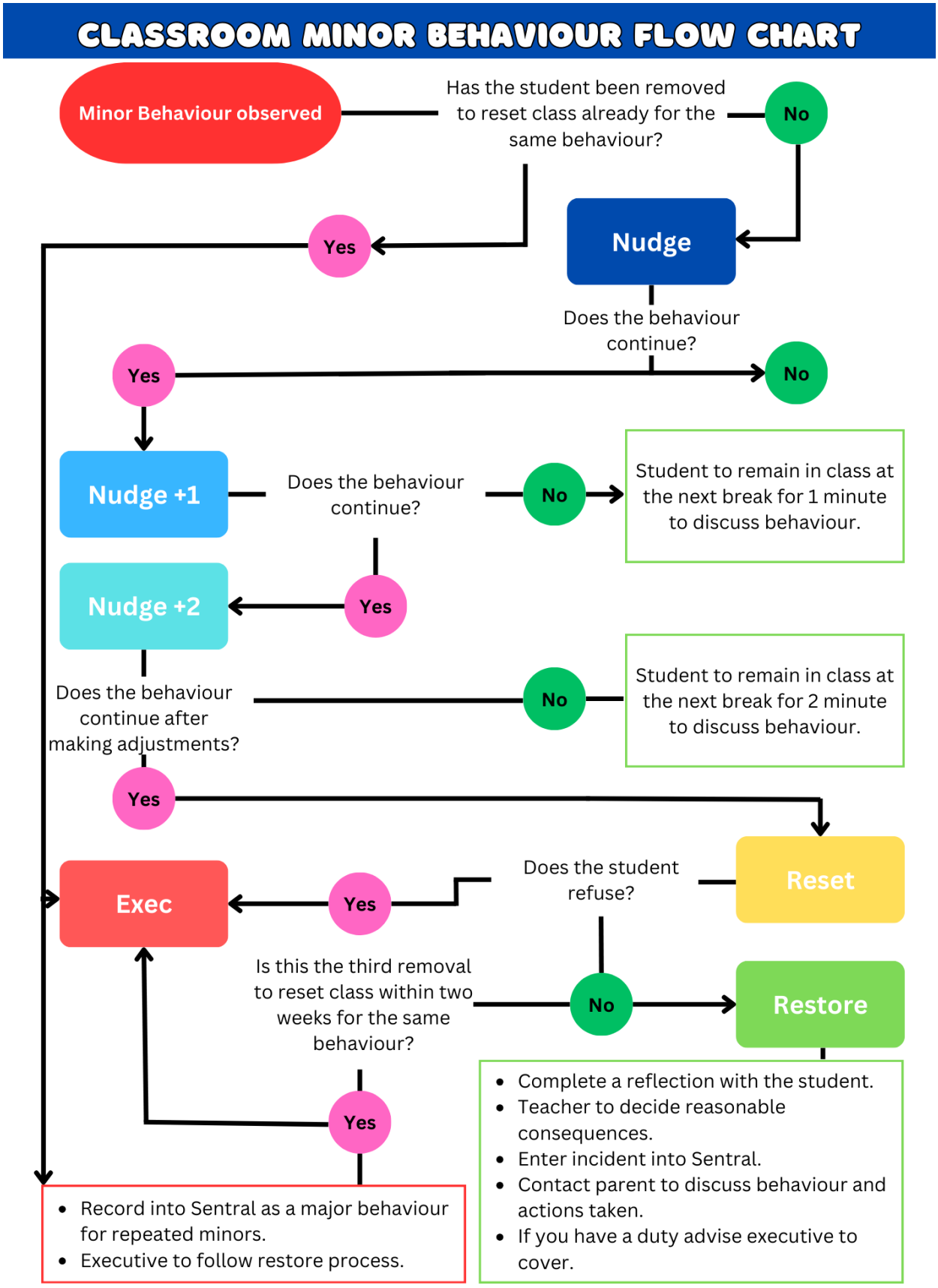
BEHAVIOUR MATRIX

Minor Behaviours - low level inappropriate behaviour is managed by teachers in the classroom and the playground.
Major Behaviours – behaviour of concern is managed by school executive.

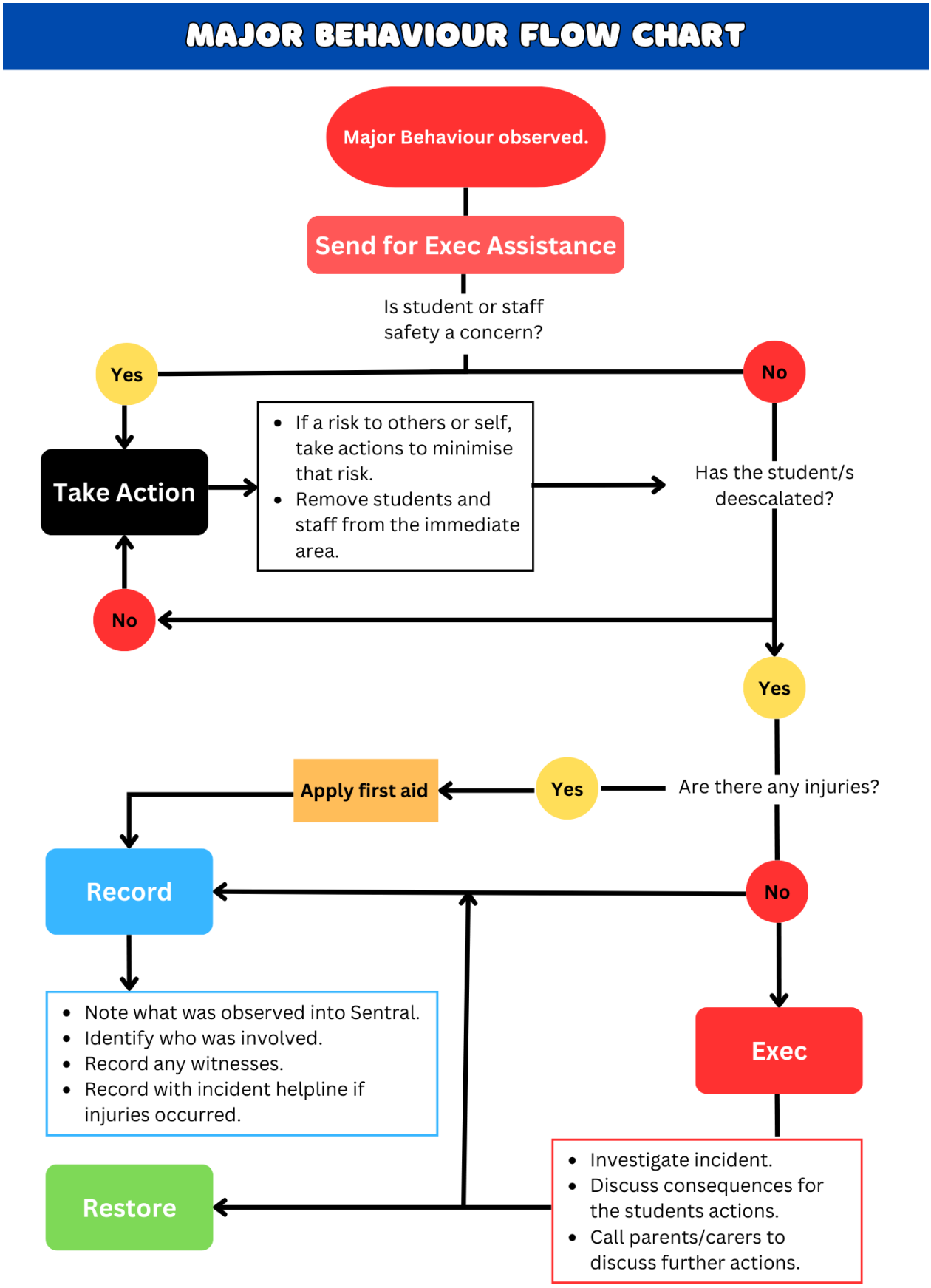
Minor	Major
• playing in the toilets or at bubblers • isolated, deliberate non-compliance • unsafe use of equipment • unsafe play on playground equipment • unsafe physical contact in sport and games • inappropriate behaviour when lining up • littering • running on concrete/walkways • disruptive/off task • leaving the classroom without permission • inappropriate transitioning between activities • misuse of ICT devices • inappropriate language • indirect hands on • late to class • out of bounds	• repeated non-compliance/defiance • repeated disruption/off task • deliberate out of bounds • vandalism/theft • dangerous play • physical violence (hitting, kicking, punching, biting, throwing objects, stabbing, spitting, pushing) • Bullying/harassment (verbal/teasing, psychological/emotional, cyber, racial, sexual) • Verbal abuse (directed swearing, intimidation, back chatting) • inappropriate use of ICT • absconding • criminal behaviour (drugs, weapons, cigarettes) • Pornographic material • Sexual behaviour or making sexual references • racism or discrimination

Respectful | **Responsible** | **Resilient**

Appendix 2: Minor Behaviour Flowchart



Appendix 3: Major Behaviour Flowchart



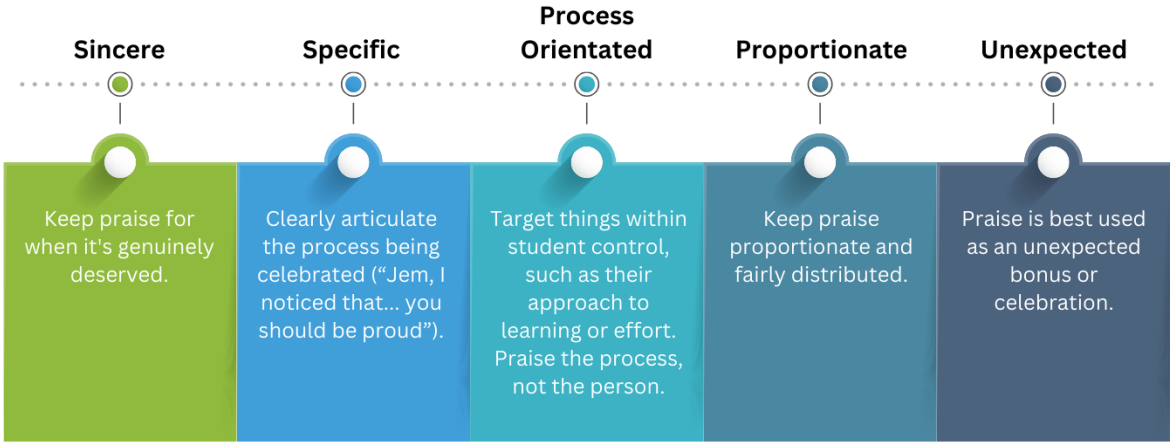
Appendix 4: Positive Reinforcement

PRAISE

Positive Recognition of Actions Initiated by Student Excellence

Provide verbal positive recognition

Verbal recognition is used as an extrinsic motivator for developing intrinsic motivation and reinforcing expected behaviours and work habits within the classroom.



Reinforce with a positive recognition board

When students display consistent application or great effort. Recognise them on a positive recognition board. Make it a celebration and a moment all students share.

- Have it in a prominent location.
- Stop the class to have them part of the recognition.
- Be clear about the process you are recognising.

Reward excellence

Reward excellence with a class award. Recognise the process demonstrated by the student that meets the high expectations of Grenfell Public School.

Class award
Received anytime and distributed by any staff member.

Stage award
5 class awards will earn a stage award. Presented at a stage assembly.

Principal award
4 stage awards will earn a Principal award. Presented at a whole school assembly.

Grenfell Blue
2 Principal awards will earn a Grenfell Blue and a morning tea. Presented at a whole school assembly.

Respectful | **Responsible** | **Resilient**