

NSW Department of Education

Greystanes Public School Behaviour Support and Management Plan

Overview

Greystanes 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 participate 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 safe, respectful learners in a caring learning community.

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:

- [PAX Good Behaviour Game](#)
- [PAX Heroes](#)
- [The Zones of Regulation](#)

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

Greystanes 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

Greystanes 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 school surveys, consulting with the P & C and local AECG

- using concerns raised through complaints procedures to review school systems, data and practices.

Greystanes Public School will communicate these expectations to parents/carers through the school app 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

Greystanes Public School has the following school-wide expectations and Core Values:

- Respect
- Responsibility
- Cooperation
- Honesty
- Pride

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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Navigator Lessons	Explicit teaching and modelling of the school's core values	All
Prevention	Behaviour Expectations Program	Explicit teaching of and modelling of specific skills including behaviour expectations across the school	All
Prevention	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 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 Intervention	Social Skills Program	Explicit teaching and modelling and rehearsal of specific skills including behaviour expectations and social skills.	K-2 target students
Early Intervention	School-based Wellbeing In-reach Nurse	The WHIN provides additional support with the specific aim of supporting students' health and wellbeing needs. The WHIN works closely with, and is part of, the school's broader learning and support and wellbeing teams. The WHIN also works with local health and social services to support students and their families on a wide range of health and wellbeing issues.	Individual students, families and staff
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and	Individual students, attendance co-ordinator

Care Continuum	Strategy or Program	Details	Audience
		teachers to address barriers to improved attendance and set growth goals.	
Targeted Intervention	The Zones of Regulation	The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.	Individual students
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

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 ongoing and repeated and involves behaviour that can cause harm. See Appendix 2.

Greystanes 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.

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.

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.

Preventing and responding to behaviours of concern

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.

- **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 Wellbeing. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach	• rule reminder • re-direct • offer choice • error correction • prompts • reteach

• seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer.	• play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.
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Greystanes Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) 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:

- 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 are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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 (Caught You Being Good Tokens) 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 (caught you being good tickets) moderate and intermittent (green cards, class awards) significant and infrequent (principal's awards) Intermittent and infrequent reinforcers are recorded on School Bytes Wellbeing.	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 School Bytes 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 (PAX GBG) each term.	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.
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. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	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

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing. 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.

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 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?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	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 (detention)	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 30 January 2025: Day 1, Term 1, 2025

Next review date: 30 January 2025: Day 1, Term 1, 2026

Appendix 1: Greystanes Public School Behaviour Management flowchart

Minor Inappropriate Behaviour – Teacher Managed	Moderate Behaviours of Concern – Teacher Managed	Major Behaviours of Concern – Executive Managed
Minor Behaviours ➤ Not following instructions ➤ Disrespecting personal space ➤ Misuse of property ➤ Disrupting learning of others ➤ Talking back to a teacher ➤ Speaking unkindly ➤ Late to lines ➤ Inappropriate comments ➤ Disrespecting others ➤ Swearing in conversation ➤ Running on concrete ➤ Out of bounds ➤ Littering	Moderate Behaviours ➤ <i>Persistent Minor behaviour</i> ➤ Defiant behaviour ➤ Refusal to follow teacher directions ➤ Swearing at someone ➤ Inappropriate use of technology ➤ Graffiti ➤ Verbal aggression ➤ Teasing ➤ Physical contact resulting in injury (shoving, grabbing etc) ➤ Disrespecting others' property	Major Behaviours ➤ <i>Persistent Moderate behaviour</i> ➤ Absconding ➤ Physical aggression (hitting, punching, kicking) ➤ Threatening behaviour ➤ Inappropriate use of digital device/social media impacting on school ➤ Vandalism ➤ Bullying ➤ Racism ➤ Theft (significant items)

Greystanes Public School Behaviour Levels

Behaviour Level 1	Behaviour Level 2	Behaviour Level 3	Behaviour Level 4
➤ 1-2 Moderate behaviour incidents in one term	➤ 3 Moderate behaviour incidents in one term	➤ 1 Major behaviour incident in 50 days - or ➤ 4 moderate behaviour incidents in one term	➤ 1 Major behaviour incident plus any other moderate/major incident in 50 days - or ➤ 5 or more moderate behaviour incidents in one term
➤ Consequence at time of incident ➤ Teacher contacts parent/carers	➤ Consequence at time of incident ➤ Reflection with Assistant Principal ➤ Assistant Principal contacts parent/carers	➤ Consequence at time of incident ➤ Reflection with Assistant Principal ➤ 2 week behaviour monitoring card ➤ Loss of privileges ➤ Formal meeting with parent/carers • <i>Formal caution may be issued if required</i> ➤	➤ Consequence at time of incident ➤ Reflection with Assistant Principal ➤ 4 week behaviour monitoring card ➤ Loss of privileges ➤ Formal meeting with parent/carers ➤ <i>Formal caution/suspension may be issued if required</i>
Student returns to Level 0 at end of term	Student returns to Level 0 at end of term	Student returns to Level 2 following 50 days of positive behaviour	Student returns to Level 2 following 50 days of positive behaviour

Bullying Response Flowchart

The following flowchart explains the actions Greystanes Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



Greystanes Public School Recognition System

Caught You Being Good Tokens (free and frequent reinforcement)

- Tokens are given by staff when positive behaviours are demonstrated
- Students write their name and class on their token and place into classroom box
- Tokens are placed in a barrel and winners drawn at K-2 and 3-6 assemblies
- Winning students select a prize from the prize box

Green Cards (moderate and infrequent reinforcement)

- Green Cards are collected throughout students' schooling at GPS and accumulate to attain Principal's Awards
- A Green Card may be earned for consistently demonstrating our Core Values
- Assembly Awards (Student of the Week and Achievement Awards) also earn students 5 Green Cards

Principals Awards

Number of Green Cards	Award
10	Bronze 1
20	Bronze 2
30	Silver 1
40	Silver 2
50	Gold 1
60	Gold 2
70	Principal's Award

Number of Principal's Awards	Award
1	Green Principal's Award
2	Bronze Principal's Award
3	Silver Principal's Award
4	Gold Principal's Award

