

Gulyangarri Public School

Behaviour Support and Management Plan

Overview

Gulyangarri Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are the Gulyangarri Givens which is a school devised program and the You Can Do It! Education which is a commercial social and emotional learning program.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- adhere to the Behaviour Code for Students
- follow the Gulyangarri Givens
- demonstrate the school values
- commit to learning excellence

Gulyangarri Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- teaching of school expectations at the beginning of each term, with revision each term
- social and emotional learning program
- focus on intrinsic motivation
- awards system

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Gulyangarri Givens	Key whole-school approaches to ensure an effective learning climate across the school. They are explicitly taught to students at the beginning of each year and revised at the beginning of each term.	Whole School
Prevention	You Can Do It! Program Achieve	Social and emotional learning program that teaches attitudes, values/ character strengths, social-emotional skills for success, relationships and wellbeing, and overcoming social-emotional blockers. It develops students' self-awareness, self-management, social awareness, and social management. This is taught weekly in all classrooms.	Whole School
Prevention	Whole School Curriculum	A whole-school curriculum establishes consistency of expectations across the school and supports effective differentiation of learning to meet individual learning needs. Teaching that matches student learning promotes engagement and positive behaviour.	Whole School
Prevention	Awards	Assemblies are held in Week 5 and 10 of each Term. Classroom teachers can award up to 3 class awards per assembly to students who consistently display our school values of Ambitious, Courageous, Kind and Safe. In Week 10, classroom teachers will award 1 Principal Award to a student who consistently displays our school values.	
Early Intervention	Behaviour Management Response System	The system guides staff with specific strategies that are be used to reinforce positive behaviour and respond to negative behaviour.	Whole School

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Learning and Support	The Learning and Support Team works with school staff, students and their families to develop programs that focus on addressing specific behaviours. External agencies may be included.	Learning and Support Team
Individual Intervention	Individual case management	The school works with external agencies and specialist Department of Education staff to develop individualised programs to address specific behaviours.	Learning and Support Team Executive staff, Team Around a School

At Gulyangarri Public School, we use a consistent approach to student behaviour and monitoring. This is reinforced in class through the use of a behaviour chart and thermometer. Each day, students begin on neutral. By following classroom and school expectations, staff will bump up students for being safe, ambitious, courageous and kind learners. Students have the opportunity to work towards great job, outstanding and legendary. By displaying these values, this may result in a positive note or phone call home to communicate the excellent efforts being displayed at school.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Remind and Redirect Staff member explicitly redirects student towards the expected behaviour using a corrective statement.	Immediate	Individual staff member	Not officially recorded.
Rethink Student is given a warning that they need to rethink their behaviour.	If redirection does not change behaviour.	Individual staff member	Not officially recorded.
Reflect Student is directed to a separate part of the classroom to reflect on their behaviour. Staff member conferences with student immediately after if possible, or at the next break time (recess or lunch).	Behaviour does not change after rethinking their behaviour. Time is age dependent. Maximum time up to 10 minutes for Year 6.	Individual staff member	Recorded in School Bytes.

Action	When and how long?	Who coordinates?	How are these recorded?
Reset – isolated behaviour Student is given the opportunity to reset their behaviour independently by being sent to another classroom. Staff member that directed the student conferences with the student on their return.	Behaviour does not change after student reflection. Time is age dependent but should last no longer than a lesson or 20 minutes.	Individual staff member	Recorded in School Bytes.
Reset – ongoing behaviour Student is sent to the Assistant Principal responsible for the stage or other member of the school executive. Executive member conferences with the student.	Behaviour does not change after student reflection. Time is age dependent but should last no longer than a session to enable conferencing to occur.	Assistant Principal	Recorded in School Bytes. Parent/carer is notified by telephone.
Reflective Time Out Student is removed from the playground for a set period of time.	Behaviour is ongoing after opportunities to reflect and reset have been provided. Serious breaches of school expectations can lead to immediate time out. Playground time out is up to 25 minutes. Classroom timeout can be from one lesson to a full day.	Assistant Principal or Principal	Recorded in School Bytes. Parent/carer is notified by letter.
Loss of Privileges Student loses access to school privileges, for example, representing the school at an event or being a school leader.	Behaviour is ongoing after multiple opportunities to reflect and reset along with time out have been provided. Serious breaches of school expectations can lead to immediate loss. The loss of privileges can range from a single event to the full withdrawal from an activity or opportunity.	Assistant Principal or Principal	Recorded in School Bytes. Parent/carer is notified by telephone and/or letter.

Partnership with parents/carers

Gulyangarri Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student



behaviour management strategies by providing access to resources and the use of information sessions and/or workshops.

Gulyangarri Public School will communicate these expectations to parents/carers by incorporating strategies into school documentation, ongoing communication channels such as newsletters and social media accounts, and as part of orientation and transition programs.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: 14/12/2024

Next review date: 14/12/2025