

Overview

Gundaroo Public School is committed to supporting all students to be engaged in learning, and to participate positively in the school community and beyond.

Our school community works together to maintain a culture of high expectations to ensure;

- positive and respectful relationships are evident throughout the school community.
- all classrooms and other learning environments are well managed within a consistent, school-wide approach
- maximised learning time is a focus in every classroom
- high expectations for student behaviour are established and maintained
- a whole school proactive approach is embedded in evidence-informed practices, providing inclusion in education for all students
- students develop social and emotional skills to develop and maintain positive relationships and engage in prosocial behaviour.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. Explicitly and continually teaching expected behaviour is key to improving student wellbeing, connectedness to school and engagement in learning within our school.

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

NSW DoE PDHPE Syllabus

The Resilience Project

B.Kinder

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

Gundaroo 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. School staff are committed to maintaining evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Facilitating a mutual understanding and expectations of the learning environment further supports student behaviour and learning. Our vision is for students and their families to be highly engaged in the learning process.

Gundaroo Public School will partner with parents and 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, school surveys, consulting with the P & C and local AECG
- consistently reviewing school systems, data and practices
- regular communication with students and community through reflection sheets, phone calls and meetings as required

Gundaroo 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.

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with NSW public schools.

School-wide expectations and rules

Gundaroo Public School has the following school-wide rules and expectations aligned with the NSW Behaviour Code for students.

Respectful	Safe	Engaged
Communicate and behave appropriately	Make safe choices	Be ready to learn
Value differences / Be kind and value others	Be in the right place at the right time	Actively participate in learning
Respect property	Negotiate and resolve conflict	Respect the learning needs of others / Work cooperatively
Restore harm	Care for self and others	Ask for help

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



A restorative approach offers a continuum of strategies from informal conversations through to formal conferencing.

The wellbeing and behaviour of students is dynamic, and students may require support at different points on the continuum at various stages. Gundaroo Public School routinely monitors and evaluates the strategies and practices used to support student behaviour across the continuum.

The goal of any behaviour intervention is for students to learn positive behaviour choices and develop social and emotional skills to inform future decision making.

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:

- Building strong, positive relationships to establish trust, respect and a sense of belonging for all members of a school community.
- Promoting social and emotional learning through approaches that encourage empathy, connection and reflection.
- Repairing harm by focusing on healing and reconciliation

In a school day this can look like;

- stating and explicitly teaching and reinforcing 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
- actively encouraging student voice
- evidence-based classroom management
- consistent whole school expectations
- whole school positive acknowledgement of behaviour
- explicit teaching of social and emotional learning (SEL) skills

Strategies and Resources	Details	Prevention	Early Intervention	Targeted	Individual
Quality Differentiated Teaching Practice	Students are engaged in high quality, effective learning tasks differentiated to their needs.	X	X	X	X
PAX Good Behaviour Game	PAX Good Behaviour Game consists of evidence-based strategies used to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	X			
K-6 Transition Procedures	Transition processes support students to know their classroom, peers and teacher for the following year providing predictability for students, staff and families.	X			
Professional Learning	Ongoing professional learning for all staff around a range of topics to build knowledge and understanding of proactive and preventative measures for wellbeing.	X			
Year 4 and Kindy Buddy Program	Buddy program for Kindergarten students implemented as part of transition.	X			
Playground Supports	A range of playground structures are available for students including the library for quiet games, sports shed, Chill & Chat Zone.	X	X		
Attendance Strategy	Preventative supports in place to maximise student attendance including weekly attendance checks. The attendance team analyse attendance data and follow up as required to support student attendance.	X	X	X	X
Social and Emotional Learning	Explicit teaching of expected behaviours, social skills, emotional regulation and executive functioning are taught and reinforced.	X	X	X	X
Evidence Informed Classroom Management	Preventative strategies are proactive and encourage students to be on-task, motivated to learn, and prosocial. Responsive strategies provide corrective responses to inappropriate behaviours and support students to re-engage in learning.	X	X		
Evidence Informed Classroom Environment	All classrooms are established to meet the needs of their learners through evidence-based practices including flexible furniture, sensory supports, brain breaks. The flow, lighting and sound within the room is considered.	X	X		
Daily Check In	Students check in daily. Teachers monitor patterns of emotions and provide aligned support.	X	X		
Child protection	Teaching child protection education is a mandatory part of the syllabus.	X			
Australian eSafety Commissioner Toolkit for	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The				

Schools to prevent and respond to cyberbullying	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.	X	X	X	X
Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.		X	X	X
Allied Health	Allied Health services to recommend learning adjustments, equipment and strategies which are appropriate and effective for students.			X	
School Counsellor	School Counsellor can support individualised intervention with a teacher and parents' referral.		X	X	X
Functional Behaviour Assessment	A range of information is collected directly via observation and indirectly via interviews and surveys, to assist with determining the goal or function of the behaviour and developing strategies to address or support the problem behaviour.		X	X	X
Individual Support Plan	Individual plans are established and monitored in consultation with students, families, teachers and specialist staff as required. These plans are regularly reviewed aligned with school guidelines.			X	X
Integration Funding Support	Integration Funding Support is additional funding for extra support. This support provides essential adjustments to support students in accessing learning.			X	X
Home School Liaison Officer	Targeted support for families whose children are an attendance risk. They work together with the school and family to implement attendance plans.			X	X

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:

- ✘ jeopardises the safety of the person and/or those around them
- ✘ impacts the person's ability or that of others to engage with learning at school
- ✘ requires more persistent and intensive interventions.

Students are still learning to develop pro-social behaviours. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Age-appropriate behaviours are aligned with the ACARA Personal and Social Capability Continuum. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Gundaroo Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels. As a school, we manage a range of behaviours through seeking to understand the function of behaviour and develop clear strategies.

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.

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.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is supported and managed by school executive.

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

Classroom	Non-classroom setting
<ul style="list-style-type: none"> rule reminder re-direct offer choice error correction prompts reteach seat change stay in at break to discuss stay in at break to complete work conference reflection and restorative practices communication with parent/carer. 	<ul style="list-style-type: none"> rule reminder re-direct offer choice error correction prompts reteach play or playground re-direction walk with teacher reflection and restorative practices communication with parent/carer.

Gundaroo Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Evidence-based strategies are used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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	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 and celebrated 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. Low-level restorative conversation	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify 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. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing 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 and CT to record incident on Behaviour / wellbeing 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 consistently taught	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the	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

	school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal, phone calls and emails home, digital portfolio, in person meetings both informal and formal, written reports, and positive postcards are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies, in class, and through student nominated weekly trophies.	Teacher contacts parents by phone, email or through reflection sheet when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed. Parents are always welcome to contact the teacher to discuss strategies to support the student moving forward.	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. If a suspension or formal caution is being issued a letter outlining this will be sent home following a conversation. If individual student support plans are requiring revision a request for a meeting will be made.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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
- 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.

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflective Practice - Restorative conversation	After an incident Shortest possible time	Classroom / Playground Duty Teacher	Documented in Behaviour / Wellbeing system
Alternate play plan – withdrawal from free choice play and re-allocation of playground space 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 Behaviour / Wellbeing system
Restorative Practice – Reflection	After an incident	Classroom / Playground Duty Teacher	Documented in Behaviour / Wellbeing system
Teacher directed time out to a peer classroom or alternate learning space	Planned as part of student support plan. After an incident where this is deemed the	Classroom teacher	Documented in Behaviour / Wellbeing system

	safest and most effective approach to support all students involved
	Shortest possible time







Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: **Bullying Response Flowchart**

The following flowchart explains the actions Gundaroo 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.

First Hour: Listen	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Ask the student for examples they have of the alleged bullying (e.g. handwritten 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 Behaviour / 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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Document the plan of action in Behaviour / 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 	<ul style="list-style-type: none"> •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 Behaviour / wellbeing system
Ongoing Follow Up 	<ul style="list-style-type: none"> •Continue to check in with student on regular basis until concerns have been mitigated •Record notes of follow-up meetings in Behaviour / 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

