

# NSW Department of Education

## School Behaviour Support and Management Plan

### Overview

Gunnedah Public School is committed to providing a safe, inclusive and respectful environment for students and staff. We feel this is essential in ensuring a productive learning environment.

Written in consultation with Gunnedah Public School community through P & C and School Reference Group.

Our goal is to ensure that every student has the opportunity to learn and develop.

Student and staff wellbeing are at the forefront of our decisions. Learning is optimised in a positive and supportive environment.

We strongly believe in the principles of positive behaviour support, trauma-informed practise, restorative justice and mutual respect. High expectations for student behaviour are established and maintained through regularly-reviewed procedures, preventative measures, explicit teaching and planned responses.

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

- Positive Behaviour for Learning
- Berry Street Education Model
- The Resilience Project

### Partnership with parents and carers

Gunnedah Public School will partner with parents/carers 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 Hero, Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- involvement in development of plan such as Individual Education Plan, Behaviour Support Plan, Safety Risk Management Plan, Out of Home Care Education Plan, Behaviour Response Plan
- using concerns raised through complaints procedures to review school systems, data and practices.

Gunnedah Public School will communicate these expectations to parents/carers through the school newsletter, HERO 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

Respectful	Safe	Responsible
Follow instructions	Right place, right time, right thing	Be a learner
Use manners	Use equipment appropriately	Be a role model
Speak politely	Care for others	Make good choices
Think first		

### 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.

## Whole school approach across the care continuum (contd.)

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	Resilience Project	Through presentations, student curriculum, teacher resources and digital content, The Resilience Project supports mental health in the classroom, staffroom and family home.	All
Prevention	Berry Street Education Model	Shaped by 140 years of experience, decades of research and thousands of dedicated teachers, the Berry Street Education Model helps educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students.	All
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Early Intervention	Monitoring Booklet System	GPS Monitoring Booklet System demonstrates to students that minor inappropriate behaviours should be changed before they escalate to behaviours of concern.	All
Early intervention	Social Skills groups	Teachers and data identify students that could benefit from increased education in peer interaction, reflection of positive choices and building resilience and tolerance.	Students identified by staff
Early intervention	Learning and Support Team	Early identification in our Early Birds / Pre-School program identifies students that may require Early Intervention for possible low-level, potentially disruptive behaviours.	Students identified by staff
Early Intervention	School Counsellor	The School Counsellor can be accessed to provide information or pathways for particular complex behaviours.	Students identified by staff
Targeted intervention	Binaal Room	Students are encouraged to identify and respond to their own needs in an attempt to regulate behaviours. Teachers and students can refer to the Binaal Room for Early Intervention.	Self-nominated students or students identified by staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Behaviour Support Plan (BSP)	Behaviour Support Plans create goals for students to work towards in order to remove minor inappropriate behaviours and behaviours of concern.	Student identified by LaST/Exec
Individual intervention	Behaviour Response Plan (BRP)	Behaviour Response Plans identify potential complex and challenging behaviours to provide a planned response that will support the student and those around them.	Student identified by LaST/Exec
Individual Intervention	Behaviour Specialist / Team Around A School	A Team Around A School are the DoE consultants that support schools when requested. Network Facilitators, Behavioural Specialists, AP Learning and Support, LWO, etc.	Student identified by LaST/Exec

## 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.

Gunnedah 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 HERO. These include:

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

**Responding to bullying and cyberbullying:**

Appendix 2: Bullying Response Flowchart

## Positive Reinforcement of Desired Behaviours

Gunnedah Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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.

## Strategies to promote positive, inclusive and safe behaviours

At Gunnedah Public School, our Positive Behaviour for Learning program (PBL), combined with lessons taught in the Resilience Project, teach and reinforce positive, inclusive and safe behaviours.

Model	Staff model and teach lessons that clearly demonstrate expected behaviours in the variety of settings at school.
Explicitly teach	Ambiguity around behaviours and expectations are broken down to ensure students develop a clear understanding of what behaviours look like in practise.
Recognise	Staff and peers identify what expected behaviours look like, and when demonstrated by students, they are recognised and rewarded.
Reinforce positive behaviour	Students that display the expected behaviours are rewarded and celebrated within our PBL program.

**Strategies to promote positive, inclusive and safe behaviours (contd.)**

	<b>Prevention</b> Responses to recognise and reinforce positive, inclusive and safe behaviour	<b>Early Intervention</b> Responses to minor inappropriate behaviour	<b>Targeted/Individualised</b> Responses to behaviours of concern
PBL Behaviours	1. Behaviour expectations are taught and referred to regularly through our PBL values. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules using PBL rewards.	1. Refer to school-wide PBL expectations, teachers are to give warnings using the 'least-intrusive to most-intrusive' continuum, use Buddy classroom, and Break Room for regulation strategies. Teacher to contact home.	1. Repeated minor inappropriate behaviours lead to referral to LST and strategies put in place to support that student. Teacher can call DP in Front Office for assistance.
Classrooms	2. Teachers are given the skills to assess and build a positive classroom culture of mutual respect and cooperation.	2. CT are to apply minor consequences and reminders to students that are acting outside of the classroom cultural values. Teacher to contact home.	2. CT appeals to DP/Exec/LST for assistance with particular students who are acting against the classroom culture.
Monitoring Booklets	3. Tiered coloured Booklet system for inappropriate behaviour is entrenched and followed consistently by all staff.	3. Minor inappropriate behaviours are 'nipped in the bud' by placement on the system. Teacher to contact home.	3. Continuation/escalation of minor behaviours are moved through the system with consequences becoming more severe. (See attachment)
PBL Rewards	4. 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.	4. 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.	4. 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.
Binaal Room	5. Students and teachers are informed of the procedures for appropriate use of the Binaal Room. This room is for students to regulate, seek quiet-time access sensory needs. (See Appendix)	5. LaST / Executive log student use of Binaal Room. Frequent use or misuse of the Binaal room will result in LaST and/or Executive forming plans for behaviours. Contact made with home re student visits to Binaal Room.	5. Specific plans are made for specific student reflecting their sensory/regulation needs.

Parent contact	Teacher contact through HERO 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 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.
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### 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.

At Gunnedah Public School, in the event of a serious behaviour of concern, the following options are considered:

- ensuring the safety of ALL students and staff
- exploration and investigation into the nature of the behaviour (statements, causes, other factors surrounding the behaviour)
- contact and meetings with parents
- contact and meetings with specialists
- investigation and agreeance on appropriate courses of action moving forward (in regards to BSP, BRP, consequences, changes to routine, etc.)

### 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

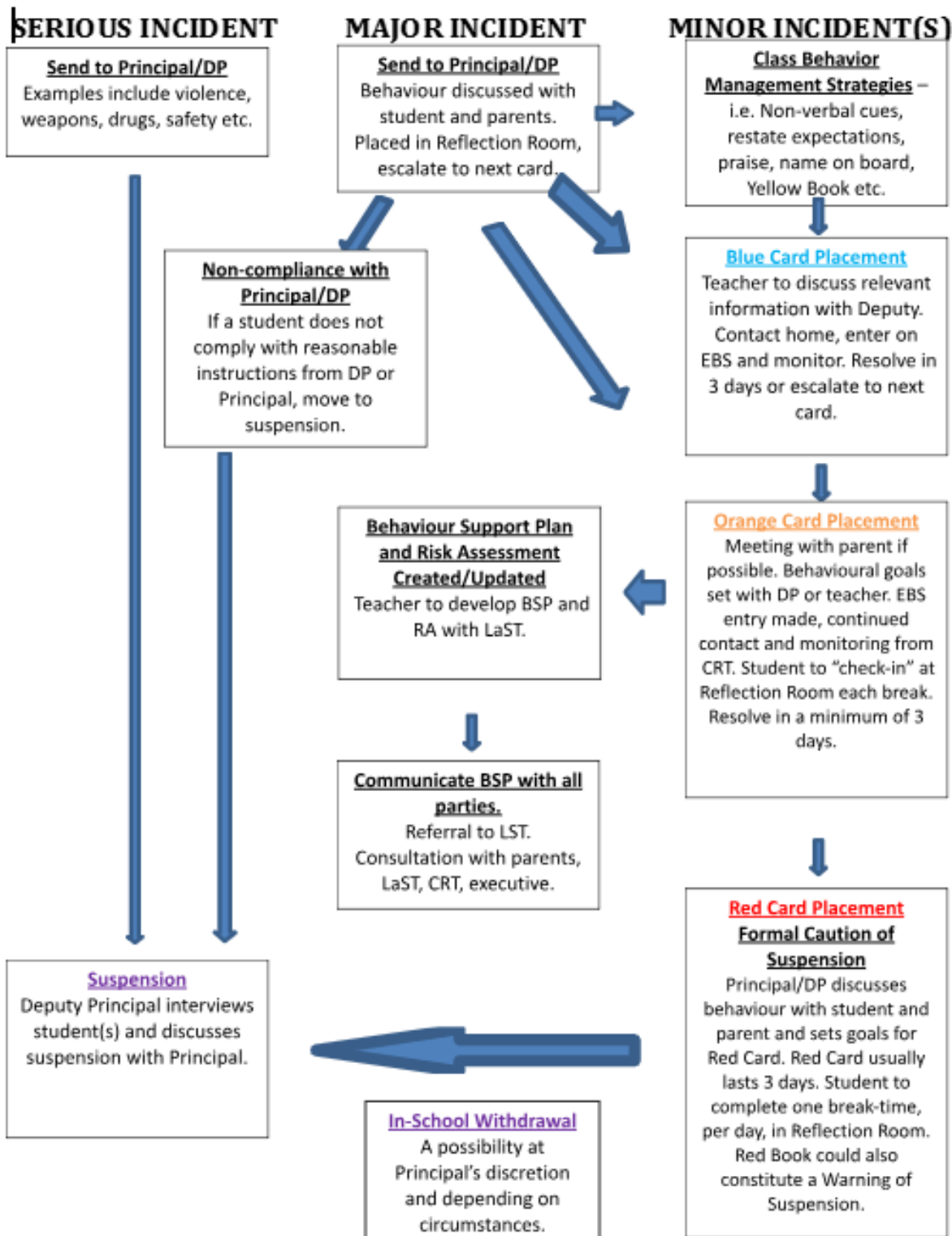
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). K-6 20 minutes per break.  Students will be offered toilet break and food.	Same day, next day at either first or second break	Executive/LST	Documented in HERO
Alternate playground plan – withdrawal from free choice play and development of playground plan to separate from certain other students or a play area. K-6	Dependent on incident/issue	Executive/LST	Documented in HERO
Restorative practice – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups, school service, parent/carer meetings.	Scheduled for either lunch or recess break	Executive/LST	Documented in HERO
<b>Monitoring Booklets (Blue, Orange, Red)</b>	Same day, 3 days	Executive/LST	Documented in HERO

### Review dates

Last review date: 4/11/24, Staff Meeting Week 8, Term 4, 2024

Next review date: 11/4/25, End Wk 11, Term 1, 2025

Appendix 1: Behaviour management flowchart





# Gunnedah Public School



## **BEHAVIOUR MANAGEMENT FLOWCHART**

The management of student behaviour in the classroom is first and foremost the responsibility of the classroom teacher, who should ensure that students are learning and engaged.

Teachers should use their judgment with teaching strategies, rewarding and encouraging students to maintain learning, engagement and positive behaviour.

Teachers should use their own judgment about what works based on experiences that have previously worked to get students back on track.

### **Minor Classroom Incidents**

The Classroom Teacher deals with minor, ongoing behaviour issues as per their established classroom management strategies e.g. **1<sup>st</sup> Warning** - name on board, name tag moved, verbal cue, restate expectations etc.

If behaviour continues, student is given **2<sup>nd</sup> Warning** - x beside name, name tag moved, verbal cue, restate expectations, move student etc.

If behaviour persists student is given **3<sup>rd</sup> warning** and notified of consequence – Classroom Detention OR Reflection Room OR discussion with Deputy for placement on **BLUE Card**. This is time, either in class or during a break, for the teacher and student to set behavioural goals. The student is then monitored on the BLUE card for 3 days. If behaviour improves, student has resolved the BLUE card.

If a pattern of continued disobedience is evident on the BLUE card, the student escalates to the **ORANGE Card**. The Classroom Teacher refers the BLUE card to the Deputy. Parents are usually called in for a meeting at this point. Behavioural goals are set based on communication with the class teacher, parent and student. The student is then monitored on the ORANGE card for 3 days. Students are expected to “check-in” at the Reflection Room each break. If behaviour improves, student has resolved the ORANGE Card.

If a pattern of continued disobedience is still evident, the student escalates to the **RED Card**. The Deputy discusses the issue with the Principal. A Formal Warning of Suspension letter is printed and either given to the parent/caregiver or sent home with the student. Another parent/caregiver meeting should be arranged to discuss behavior. The student is then monitored on the RED card for a minimum of 3 days, longer if required, to observe a significant improvement in student behaviour. **The student will be expected to attend the Reflection Room for at least one break each day.** If behaviour improves, student has resolved the RED Card. If the pattern of continued disobedience is still evident, Principal and Deputy to discuss In-School Withdrawal or suspension.

### **Repeated Minor Incidents**

If a student resolves a card but is placed on another card within 5 school days, the student escalates to the next coloured card.

### **Major Incidents**

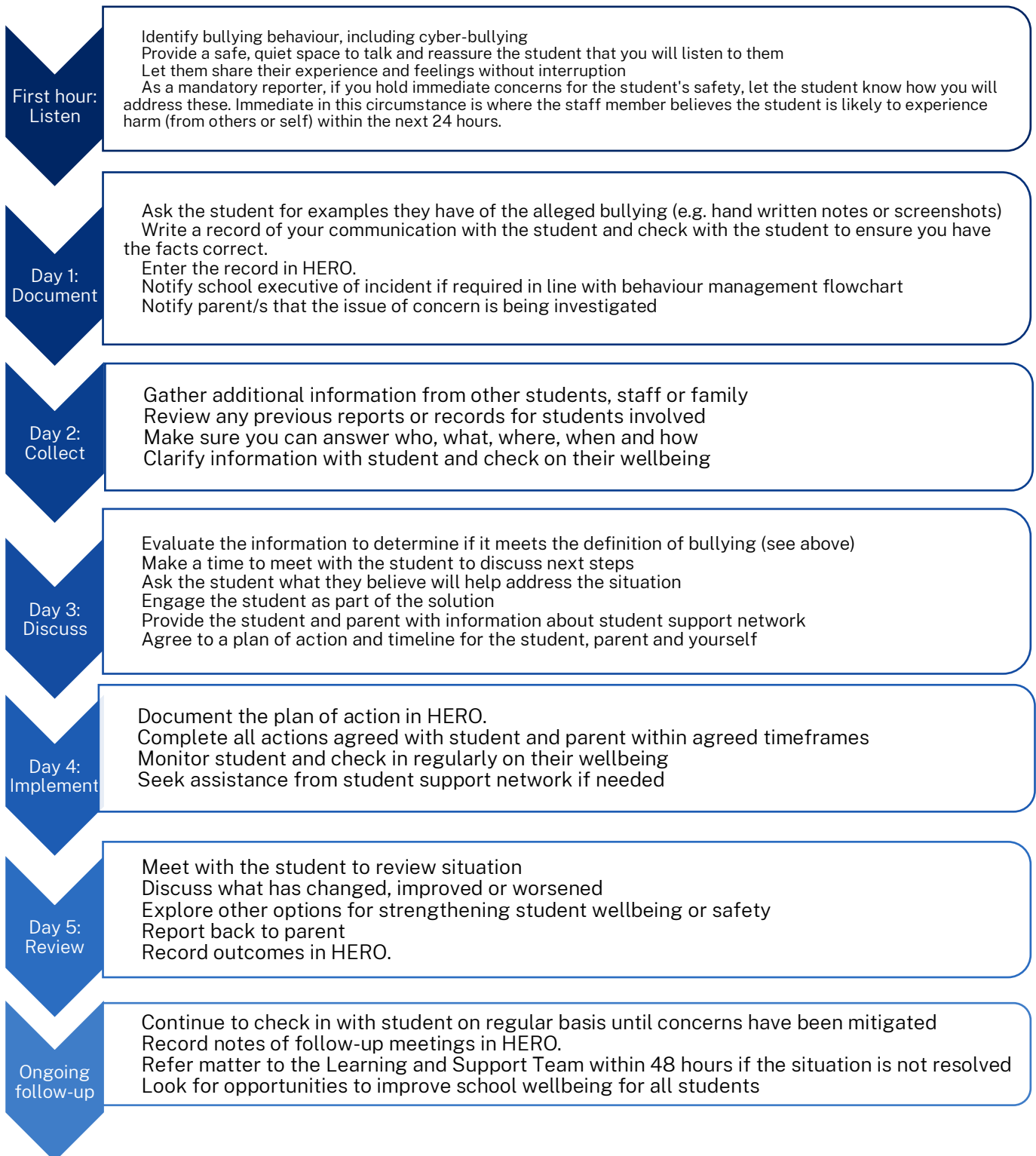
Student sent to Deputy Principal/Principal and the behaviour is discussed with the student and parents. Placed in Reflection Room and escalated to next behavioural card.

### **Serious Incident**

Student sent to Deputy Principal/Principal. Incident discussed with student and parents. Appropriate action put in place.

Behaviour Management Plan and Risk Assessment to be completed.

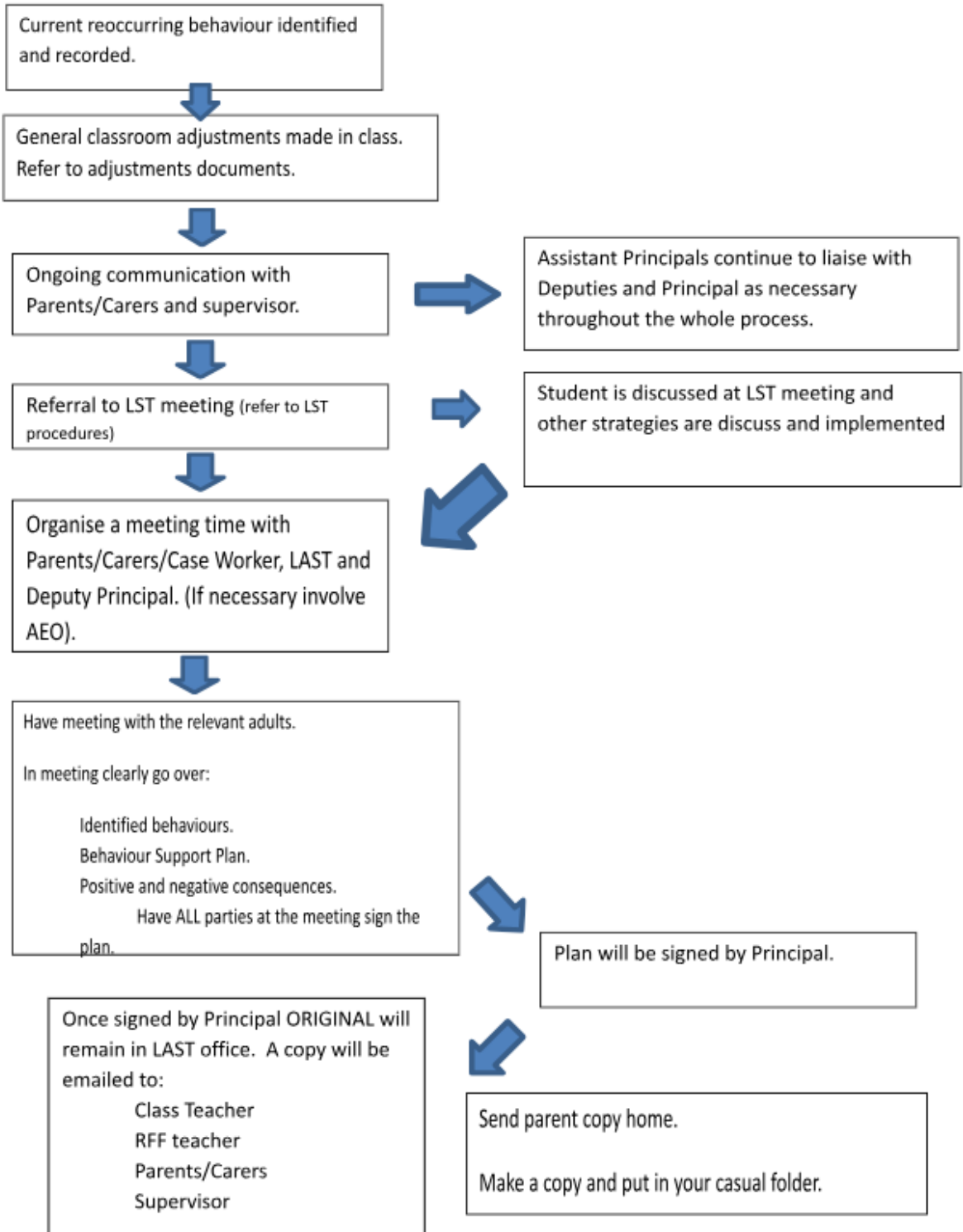
## Appendix 2: Bullying Response Flowchart



## Appendix 3: Behaviours of Concern flowchart



# Behaviours of Concern



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# Gunnedah Public School



## Binaal Room

