

Guyra Central School Behaviour Support and Management Plan

January 2025



Overview

Guyra Central 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:

- Positive Behaviour for Learning as a framework for supporting student engagement and wellbeing.
- Positive Living Skills (Primary)
- Pastoral Care sessions (Secondary)

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

Guyra Central 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

Guyra Central School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, community consultation meetings, consultation with the school's P&C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Guyra Central School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Guyra Central School has the following school-wide expectations and rules:

To show pride and be respectful and responsible learners.

Pride	Respect	Responsibility
Take pride in yourself	Treat others with kindness	Right place Right time Right thing
Your work	Follow reasonable requests	Enter classroom quietly, on time and be ready to learn
Your classroom	Use respectful and appropriate language	Take care of the environment.
		Be your best

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/ Early intervention	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. PBL supports the improvement of social, emotional, behavioural and academic outcomes for children and young people.	Staff, students K-12
Prevention/ Early intervention	Positive Living Skills	The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills.	Staff, Wellbeing team, students K-6, families
Prevention/ Early Intervention	Pastoral Care	Daily lessons to support students. PC promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships, support student wellbeing and assist students to achieve their full potential as lifelong learners.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students K-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	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 cyber-bullying incidents.	Students K-12, staff, families

Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students K-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students K-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 9, K and 6 and co-ordinators
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Student K-6
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students K-12, families
Targeted intervention	Check In (Monitoring)	For students who exhibit low level behaviours of concern.	Individual students 7-12,
Targeted intervention	Leadership programs	These include Student Representative Council, GRIP training, library and peer mentors.	Students K-6 and 7-12
Targeted Intervention	Teen Mental Health First Aid	Supporting students in dealing with mental health issues. Giving them strategies to access help and assist others.	Students 8-12

Targeted Intervention	Primary wellbeing groups	Stephanie Alexander Garden Mentoring, using gardening and cooking to support physical, mental and emotional well-being.	Students K-6
Targeted Intervention	Art Therapy	Mentoring, using visual art-making to support physical, mental and emotional well-being.	Students K-6
Targeted Intervention	Lovebites Program	A respectful relationships education program that focuses on the development of positive relationships	Students year 7 - 12
Individual intervention	Daily achievement	A period of time on a daily achievement card to change a pattern of behaviour.	Students 7-12
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST,AP, HT Wellbeing

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 1.

Guyra Central 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 their year advisor or 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, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

Planned responses to behaviour that do 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 Sentral. 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/ complete work • conference • detention, 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 • detention, reflection and restorative practices • communication with parent/carer.

Guyra Central 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.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	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 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 Sentral.	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/CT to record incident on Sentral and executive 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 during weekly wellbeing sessions.	4. Teacher records on Sentral 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 contact 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 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the [Incident notification and response procedure](#); [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 students are withdrawn from the playground as a planned 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 room – 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	School executive	Documented in Sentral
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	School executive	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Year Advisor/ Wellbeing staff /School executive	Documented in Sentral

Review dates

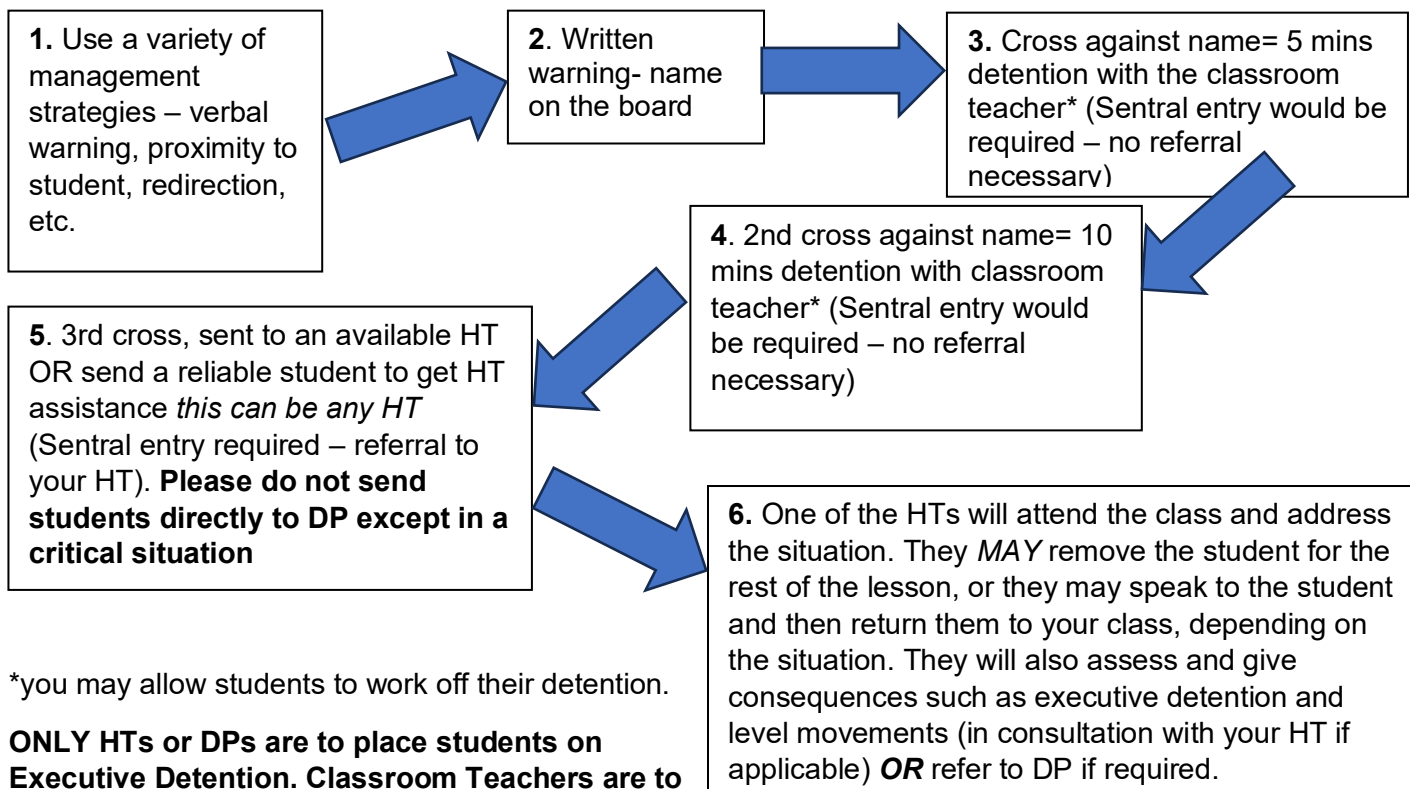
Last review date: 5 February, 2025

Next review date: 5 February 2026

Appendix 1: Bullying Response Flowchart

Who manages what behaviours?		
Classroom Teacher	Head Teacher	Deputy Principal
<ul style="list-style-type: none"> • Language/Swearing (Low level- not directed at anyone or disrupting learning) • Lateness • Incomplete classwork • Lack of preparedness • Calling out • Put downs/Teasing • Throwing • Disrupting the learning of others • Refusing to follow a reasonable request • Writing on the school property • Misuse of school technology • Dishonesty • Playful rough play • Leaving a lesson without permission. • Out of bounds 	<ul style="list-style-type: none"> • Continual refusal to follow reasonable request/ instruction after 3 warnings • Intimidation/Harassment • Anti-social behaviour (pushing, rough play- tackling) • Continual minor infractions • Swearing at another student • Minor threats to another student • Continuing misbehaviour • Dangerous classroom practices • Persistently out of bounds • Truancy from class for a whole lesson or session • Aggressive language • Inciting/ encouraging a fight • Minor Theft • Rough play resulting in minor injury. <p>Please do not send students directly to DP for these incidents.</p>	<ul style="list-style-type: none"> • Continued disobedience after HT/AP intervention • Aggressive behaviour and/or language • Major Theft • Swearing at or verbal abuse towards a staff member • Truancy from school • Bullying • Smoking / Alcohol/ Vaping • Racism • Using a phone or electronic device to intimidate or harass or to take photos without permission at school • Major vandalism • Major threats to another student

Management Process



*you may allow students to work off their detention.

ONLY HTs or DPs are to place students on Executive Detention. Classroom Teachers are to conduct detentions in the first instance and seek support from their HT if they need it.

Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Guyra Central 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 judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

