



# GWYNNEVILLE PUBLIC SCHOOL

## School Behaviour Support and Management Plan

“A Caring School”

NSW Department of Education

### Inclusive, Engaging, Respectful Schools

FACSIAR Lunch and Learn  
16 February 2022



NSW GOVERNMENT

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## Overview statement

At Gwynneville Public School, we are committed to equity and excellence, extending across all areas of the school. We utilise positive behaviour support and evidence-based inclusive practise along with explicit teaching and modelling of social emotional skills and knowledge to actively support student behaviour and wellbeing. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses. Gwynneville Public School rejects all forms of bullying behaviours and is committed to providing a safe, inclusive and respectful learning community that promotes student wellbeing.

## Partnership with parents and carers

Gwynneville Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies. We will communicate these expectations to parents/carers through the school newsletter and school website.

Promoting and reinforcing positive student behaviour and school-wide expectations

## School-wide expectations and rules

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

To be respectful, responsible and safe learners.

Respectful	Responsible	Safe
Be kind and value others	Be on time	Act and play safely
Use appropriate language	Be ready to learn	Keep hands and feet to yourself
Work co-operatively	Take care of yourself and your belongings	Walk only in designated areas
Accept differences	Take care of school property	

## 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](#).

## A 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.

Strategy	Details
Strong teacher/student relationships	Foster strong teacher/student relationships
Explicit teaching	Explicit teaching and modelling of specific skills including behaviour expectations and social skills High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs)
Communication	Communication with parents around school expectations
Positive reinforcement	Class based systems of expectations and positive reinforcement
Teacher expectations	Consistent teacher expectations, routines, modelling and responses to behaviour
Liaising with others	Liaison with previous teachers, pre-schools, external paraprofessionals
Utilising curriculum resources	Curriculum links, particularly in <a href="#">PDHPE external link</a> (including respectful relationships), and personal and social capabilities in all syllabi The <a href="#">Inclusive Practice Hub</a> is a platform that provides evidence-based resources to support students with disability and additional needs
Social skills programs	Social skills programs, role play and drama activities, and circle time
Social skills activities	Turn taking activities, board games, card games, picture talks and barrier games to develop expressive and receptive communication skill, mindfulness, movement breaks and social/emotional learning into teaching and learning programs.
Parent involvement	Engaging parents in School wide system, school values and rules.

Care Continuum	Details	Audience
Prevention		
Classroom Management: Evidence-based and trauma informed practices. Building relationships. positive re enforcement strategies. School-wide behaviour expectations. Whole school.		
Child protection: Teaching child protection education is a mandatory part of the syllabus. Whole school.		
PDHPE: Teaching emotional identification/regulation, respectful relationships and cyber safety as part of the syllabus. Whole school.		
Professional Learning: Teacher identified professional learning as appropriate. Teachers.		
Early Intervention		
Classroom Management: Evidence-based and trauma informed practices. Building relationships. positive re enforcement strategies. School-wide behaviour expectations. Whole school.		
Early identification and support for high-risk students. Teachers, LAST, AP		
Explicit teaching and modelling of specific skills including behaviour expectations and social skills Social stories, visual cues, strategies and routines. Teachers, LAST		
Restorative Practices and Circle time, sensory tools to calm behaviour. Teachers, LAST		
Learning Support: The LST works with teachers, students and families to support students who require personalised learning and support. Teachers, LAST		
Attendance Support: CT works with LST and Execs to monitor attendance and convene meetings to teachers to address barriers to improved attendance and set growth goals. Teachers, LAST, AP		
Targeted/Individual Intervention		
Classroom Management: Evidence-based and trauma informed practices. Building relationships. positive re enforcement strategies. School-wide behaviour expectations. Teachers, LAST, AP		
Additional Supports/Mitigation and de-escalation strategies: Visuals – a break card, calming area in classroom, sensory diet.		
Individual Behaviour Support Planning: developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.		

Discussion with stage supervisor	Teacher to discuss student with stage supervisor Teacher to inform and consult parents	Teacher, AP
Learning Support Team referral	Written referral to Learning Support Team Teacher to discuss student needs with LST	Teacher, LST
Individual behaviour support plan	Plan developed in conjunction with LaST, AP, parents, school counsellor, student input sought	Teacher, LaST, AP, parents
Behaviour response plan	Plan developed in conjunction with LaST, AP, parents, school counsellor, APLS	Teacher, LaST, AP, APLS, parents, LWO
Risk management plan	Plan developed in conjunction with LaST, AP, school counsellor, APLS	Teacher, LaST, AP, APLS, Behavior specialist

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

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.

Gwynneville 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.

## Detention, reflection and restorative practices

Our school uses the following strategies to explicitly teach, recognise and reinforce positive student behaviour and expectations:

Action	When and how long?	Who coordinates?	How are these recorded?
Time out in classroom Step 1	As needed, 3-4 minutes	Teacher	Sentral
Time out with stage AP Step 2	As needed, 10 minutes	Teacher, AP	Sentral
Time out with Principal Step 3	As needed, 15 minutes	Principal	Sentral Notify parents
Student spends time in Reflection	K -2 10 mins 3-6 Half lunch	Executive Staff according to roster	Sentral Notify parents
Social Skills Program	Lunch time 15 minutes over 4-6 weeks	LaST  Executive Team	Sentral Notify parents
Targeted Intervention <ul style="list-style-type: none"> <li>• Communication with parent/carer</li> <li>• Modified individualised goals</li> <li>• Transition strategies for classroom / playground</li> <li>• Calmer classroom resources</li> <li>• Delivery Support Team</li> <li>• Professional Learning</li> <li>• Additional Supports</li> </ul>	Meetings to occur with stakeholders	Classroom Teacher Stage AP LaST LWO Parents/carers	Sentral
Individual Intervention <ul style="list-style-type: none"> <li>• Discussion with stage supervisor</li> <li>• Learning Support Team referral</li> <li>• Individual behaviour support plan</li> <li>• Behaviour response plan</li> <li>• Risk management plan</li> </ul>	Meetings to occur with stakeholders	Classroom Teacher Stage AP LaST LWO Behaviour specialist Parents/carers	Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practices Restorative Questions Circle Time Conflict Resolution Peer Mediation Community service	As needed	LaST in collaboration with Stage AP	Sentral

Targeted and Individual Responses/Intervention to behaviours of concern

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](#).

## Review Dates

Term 4, 2025