



### Overview

Gymea Bay Public School embeds inclusion and equitable practice to promote positive student behaviour and a climate for success. Our goal is to inspire every student to participate positively in the school community. We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning

### Promoting positive student behaviour

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.

What are the strategies used to explicitly teach, recognise and reinforce positive student behaviour and to manage it?  
Provide summary, overview or links to document

### Partnership with parents and carers

Gymea Bay Public School partner with parents /carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies strategies, by:

- Inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, forums
- Regular 'Coffee and Chat' Community catch-ups
- P&C Meetings

### School-wide expectations

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

## *To be safe, respectful learners*

| SAFE                                    | RESPECTFUL            | LEARNER                             |
|-----------------------------------------|-----------------------|-------------------------------------|
| Move safely and sensibly                | Be kind               | Try your best                       |
| Be in the right place at the right time | Accept differences    | Be responsible for your own actions |
|                                         | Allow others to learn | Be an active participant            |
|                                         | Work cooperatively    | Make good choices                   |

Rules/expectations and systems for reinforcing positive behaviour

 [Positive Behaviour Matrix - Gymea Bay Public School.pdf](#)

### Behaviour Code

We are committed to providing safe, supportive and responsive learning environments for everyone. We explicitly teach and model the behaviours we value in our students.

[Behaviour Code for Students in NSW Public Schools](#)

## Whole School Care Continuum

### [The care continuum](#)

Students may require different types of intervention delivered in different ways along a continuum of need to best suit their needs. The care continuum includes interventions for:

- all students - creating a safe and respectful learning environment
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.



#### Prevention

Preventative interventions aim to establish and maintain safe, respectful learning and play environments for all students. They include:

- sound classroom management strategies
- social skill development
- mindfulness-based interventions
- physical activity such as 'brain breaks' during lessons
- character education (values and ethics)
- multi-component health-focused interventions
- student and parent programs
- multi-component anti-bullying interventions for all students, including 'at risk' groups.

#### Early and Targeted Interventions

Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed. Targeted interventions are designed for students, or groups of students identified as at risk of developing negative behaviours unless support is provided.

Effective approaches documented in research include:

- sound classroom management strategies
- programs focused on building teacher-student relationships
- social-emotional skill development
- mentoring programs
- counselling, social work and therapeutic interventions.

#### Individual Interventions

Individual interventions address more challenging or complex student behaviours and involve individual assessment, implementation monitoring and review.

Interventions supported by research include:

- sound classroom management strategies
- programs to increase social competence and interpersonal skills
- social-emotional skill development
- cognitive behaviour therapy
- meditation and mindfulness-based interventions.

## Programs and Strategy

The following programs and strategies are provided:

| Care Continuum | Strategy / Program  | Details                                                                                                                                                                                                     | Audience         |
|----------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Prevention     | Zones of Regulation | The Zones of Regulation program teaches individuals to recognize and manage their emotions and behaviors by categorizing them into four color-coded zones, promoting self-regulation and emotional control. | All students K-6 |
| Prevention     | Child Protection    | Child protection education is a mandatory part of the syllabus and ensures the safety and well-being of children by requiring individuals to report suspected abuse or neglect to appropriate authorities.  | All students K-6 |

|                    |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
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| Prevention         | Values Awards                                                    | The Values Awards recognize students who demonstrate exemplary behavior and embody the core values of the school, such as respect, responsibility, and kindness, inspiring others in the community                                                                                                                                                                                                                                                                                                                                              | All students K-6             |
| Prevention         | Class rules/expectations displayed                               | Class rules and expectations provide clear guidelines for behavior and learning, fostering a respectful, safe, and productive environment where everyone can thrive.                                                                                                                                                                                                                                                                                                                                                                            | All students K-6             |
| Prevention         | Buddy Program                                                    | The buddy program fosters friendships and support by pairing individuals to promote inclusion, build social skills, and create a sense of community.                                                                                                                                                                                                                                                                                                                                                                                            | All students K-6             |
| Prevention         | Movement/brain breaks in classroom                               | Movement breaks, or brain breaks, are short, active pauses designed to help individuals reset and refocus by reducing stress, improving energy, and enhancing concentration.                                                                                                                                                                                                                                                                                                                                                                    | All students K-6 as required |
| Prevention         | One Mob                                                          | This is an ongoing program that is aimed at facilitating and further strengthening connection to Country and community for the Aboriginal and Torres Strait Islander students at our school.                                                                                                                                                                                                                                                                                                                                                    | All students                 |
| Prevention         | VISI Training (Verbal Intervention/Safety Intervention Training) | All executive staff members, teachers and SLSOs within our new Inclusive Education Hub (IEH) engaged in Crisis Prevention and Intervention professional learning. This training incorporates trauma-informed and person-centred approaches. We recommend this training for professionals who work in environments that require them to manage and respond to escalating behaviour without using restrictive or physical intervention techniques                                                                                                 | Executive and IEH staff.     |
| Prevention         | Trauma - Informed Practice                                       | All staff engaged in Trauma Informed Practice professional learning. Trauma-informed practice recognises student behaviour as communication and helps staff build their confidence so they can help students who have experienced trauma get ready to learn.<br>Training is designed to help staff create a trauma-aware school community. Staff have developed an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs so that students can reach their full potential. | All staff                    |
| Early Intervention | Lunch Bunch                                                      | This is a daily lunchtime program aimed to assist targeted students with behavioural, social and/or emotional challenges. Students are identified by classroom teachers, members of the Learning Support team and/or self-identified by students.                                                                                                                                                                                                                                                                                               | K-6 students                 |
| Early Intervention | Social Skills Program - Interventionist teacher                  | A social skills program is designed to help individuals develop and improve interpersonal skills, communication, emotional regulation, and conflict resolution. The social skills programs aim to enhance confidence, build positive relationships, and equip participants with tools to navigate social challenges successfully.                                                                                                                                                                                                               | As required for students K-6 |
| Early Intervention | SLSO'S on                                                        | The School Learning Support Officer intervention provides                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | As required for high         |

|                         |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                            |
|-------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                         | playground duty at lunchtime  | targeted support for individuals requiring additional assistance to engage with their peers during break times. Through tailored strategies, the SLSO works closely with students to assist with behavioral guidance.                                                                                                                                                                                                                                                                                                            | needs students                                                                                                                             |
| Early Intervention      | Primary Sports Program        | A primary sports program run at lunchtimes engages students in structured physical activities, promoting teamwork, fitness, and positive behavior while attempting to reduce playground conflicts and incidents                                                                                                                                                                                                                                                                                                                  | For students 3-6                                                                                                                           |
| Targeted Intervention   | Learning and Support Team     | The Learning and Support Team provides specialised assistance to students who may need extra support to fully participate in their learning. This team is designed to help students with diverse needs, including those with learning difficulties, disabilities, or other challenges that may affect their academic progress. The goal of the Learning and Support Team is to ensure that all students, regardless of their abilities or challenges, have equal access to quality education and can reach their full potential. | Principal, Deputy Principals, Counsellor/s, Stage Assistant Principal, Interventionist Teacher, Class Teachers of students being discussed |
| Targeted Intervention   | Interventionist Team          | The Interventionist Team consists of a teacher and two SLSOs. The interventionist teacher works in classrooms to build the capacity of teachers to differentiate and employ effective strategies for HPG students and students with learning difficulties. The SLSOs provide small group instruction to students based on need.                                                                                                                                                                                                  | Interventionist Teachers, SLSOs, Class Teachers                                                                                            |
| Individual Intervention | Inclusive Education Hub       | In 2025, Gynea Bay Public will open its Inclusive Education Hub (IEH) that caters for individual students who have been diagnosed with Autism. Our qualified staff provide specialist and intensive support for eligible students.                                                                                                                                                                                                                                                                                               | Eligible students                                                                                                                          |
| Individual Intervention | Communication books           | A communication book between parents and teachers serves as a direct, ongoing tool for sharing important updates, concerns, and information about a student's progress, behavior, and well-being. It fosters collaboration and ensures both parties are informed and engaged in the student's education.                                                                                                                                                                                                                         | As required for students K-6                                                                                                               |
| Individual Intervention | Individual task/reward charts | An individual task or rewards chart is a tool used to track a student's progress on specific tasks or goals. It visually records completed tasks and rewards achievements, helping motivate and encourage positive behavior, effort, and responsibility.                                                                                                                                                                                                                                                                         | As required for students K-6                                                                                                               |
| Individual Intervention | Sensory Tools                 | Sensory tools are used to help individuals self-regulate by engaging their senses, improving focus, and reducing stress. They are often used to support students with sensory processing needs or emotional regulation challenges, providing calming or stimulating effects as needed                                                                                                                                                                                                                                            | As required for students K-6                                                                                                               |
| Individual Intervention | Sensory Room                  | A sensory room is a specially designed space that provides a calming or stimulating environment to support individuals with sensory processing needs. It uses equipment such as lights, sounds, textures, and other sensory tools to help improve focus, reduce anxiety, or develop sensory skills.                                                                                                                                                                                                                              | As required for students K-6                                                                                                               |

|                         |            |                                                                                                                                                                            |                              |
|-------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Individual Intervention | Reflection | The reflection room provides a quiet, structured space for students to reflect on their behavior, develop self-awareness, and plan strategies for making positive choices. | As required for students K-6 |
|-------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|

### Learning and Support Team Guidelines

 GBPS LST Guidelines .pdf

### GBPS Behaviour System

 Gymea Bay Public School Behaviour Flow Chart.pdf

### Reflection

Fair, reasonable and proportionate action where a structured debriefing and planning after a crisis event or behaviour of concern with an individual student and will take place the following day in the lunch break.

The length of time will be appropriate to the age/developmental level of the student (include Behaviour System)

School Staff approved to facilitate (Executive and Aspiring Leaders) all incidents will be recorded in School Bytes system for monitoring and review.

[Refer to Seclusion, Detention and Time-out Guidelines](#)

### Individual Behaviour Support Plan 2025

 GBPS Individual Behaviour Support Plan.pdf

### Student Tailored Risk Management Plan 2025

 GBPS Student Tailored Risk Management Plan.pdf

### Anti-Bullying Guidelines

 GBPS Anti-Bullying Guidelines.pdf

### Anti-Bullying Plan

 Anti-Bullying Plan.pdf

### Professional Learning

Supports the implementation of whole-school positive behaviour support approaches across the care continuum to build the capacity of all school staff.

Ongoing, collaborative, meaningful, evidence-based

Contextually relevant to ensure students behaviour and wellbeing outcomes are met

| Program                                                                                                                                | Details                                                                                                                       | Audience  |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------|
| CESE Document:<br>Anti-bullying interventions in Schools - what works?                                                                 | <a href="https://drive.google.com/drive/search?q=anti%20bullying">https://drive.google.com/drive/search?q=anti%20bullying</a> | All staff |
| CESE Document:<br>Classroom Management:<br>Creating and Maintaining positive learning environments and relevant professional learning. | <a href="#">Classroom management: Creating and maintaining positive learning environments</a>                                 | All staff |
| Positive Behaviour for Learning -                                                                                                      | <a href="#">PBL Tier 1 School-wide support</a>                                                                                | All staff |

|                                                                   |                                                                                                                                              |           |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Tier 1,2 and 3                                                    | <a href="#">PBL Tier 2 Targeted systems of support</a><br><a href="#">PBL Tier 3 Individual Support</a>                                      |           |
| Online Training - Understanding Personalised Learning and support | <a href="https://aus.oltinternational.net/information/new-south-wales">https://aus.oltinternational.net/information/new-south-wales</a><br>N | All staff |

### **Restrictive Practices**

Restrictive practices are interventions or actions that limit an individual's rights, freedom of movement, or ability to make choices, typically used to prevent harm to themselves or others. These practices can include physical restraints, environmental restrictions, seclusion, or the use of medication to manage behavior. Restrictive practices should only be employed as a last resort, under strict guidelines, and in line with legal and ethical standards. Their use must be carefully documented, regularly reviewed, and accompanied by strategies to reduce reliance on such measures, focusing on promoting the individual's autonomy, dignity, and wellbeing.

### [Restrictive Practices](#)

### **Annual Review**

The annual review of the School Behaviour Support and Management Plan ensures that our strategies remain effective, inclusive, and aligned with best practices. This process involves evaluating current policies, gathering feedback from staff, students, and families, and making data-informed adjustments to promote a positive and supportive learning environment for all.

**Review dates:** Last review date: 31/1/2025

Next review date : 27/1/2026

### **School Community Charter**

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

[School Community Charter](#) website

[School Community Charter Document](#)

### **School Community Consultation**

On 23 October 2024, the school held parent and student forums focused on Positive Behaviour for Learning (PBL). These sessions aimed to deepen understanding of the PBL framework, share strategies for reinforcing positive behaviours at school and home, and gather feedback to enhance its implementation. The forums provided an open platform for collaboration, fostering a stronger partnership in promoting a safe and respectful learning environment.