

Gymea North Public School



School Behaviour and Support Plan

(Student Management and Wellbeing Policy)

- School Values
- Rights & Responsibilities



Gymea North Public School Behaviour Support and Management Plan

Overview

Gymea North Public School is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social, emotional and spiritual development as set out in the Wellbeing Framework for schools.

Gymea North Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. The Gymea North School Behaviour and Support Management Plan communicates a strategic and integrated whole-school approach. It is based upon the following school-wide rules and expectations of:

Respect, **Responsibility** and **Resilience**

Expectation	All Settings
Respect	• Listen and communicate with courtesy • Follow staff instructions • Allow yourself and others to learn • Take pride in yourself and your school • Speak kindly and look out for your peers (show empathy) • Play fair • Accept and value differences
Responsibility	• Own your actions and choices • Work and play safely • Care for your personal belongings and the school environment • Co-operate with others and value opportunities • Strive to achieve your personal best • Be an active learner
Resilience	• Bounce back and focus on the positives • Try to solve problems yourself • Accept that things may not go your way • Challenge yourself and learn from your experiences

Expectations of Behaviour:

Through effective modelling explicit teaching and reinforcement of the above behaviour expectations, Gymea North Public School embeds inclusive and equitable practices to promote positive student behaviour and a climate of respect.

The Gymea North School Behaviour Support and Management Plan establishes and maintains high expectations for student behaviour, in line with the DoE's [Behaviour Code for Students](#). These school-wide rules and expectations are clearly set out in the table below.

On the asphalt and under the COLA		
Respect	Responsibility	Resilience
- Follow teacher directions - Put rubbish in the bin - Treat others with kindness - Use manners when speaking - Wait for dismissal after eating - Play fair	- Walk - Play safely and sensibly - Play handball and quiet games only - Keep my hands and feet to myself - Put my belongings away - Report safety issues and concerns to a teacher	- Accept agreed game rules - Display sportsmanship - be a gracious winner; Or accept a loss without complaint or blame. - Use my Zones of Regulation strategies to bounce back
In the playground (multi-purpose court and grass)		
Respect	Responsibility	Resilience
- Follow teacher directions - Put rubbish in the bin - Play fair and treat others with kindness - Use manners when speaking - Use equipment with respect - Share the space fairly	- Allow myself and others to play safely - Follow the daily soccer field roster - Keep my hands and feet to myself - Stay inside the boundaries – right place at the right time - Report safety issues and concerns to a teacher - Wear a hat - Return borrowed equipment	- Accept agreed game rules - Display sportsmanship - be a gracious winner; Or accept a loss without complaint or blame. - Use my Zones of Regulation strategies to bounce back
At the school canteen		
Respect	Responsibility	Resilience
- Use good manners – say ‘please’ and ‘thank you’. - Wait patiently	- Wait my turn - Put my rubbish in the bin - Buy for myself	Accept choices
In the toilets		
Respect	Responsibility	Resilience
- Respect privacy - Understand bathrooms are not a play space	- Flush, wash and leave - Keep the toilets clean and tidy - Report concerns to a teacher - Walk	
In all indoor learning spaces and settings		
Respect	Responsibility	Resilience
- Follow teacher directions - Wear my full school uniform with pride - Use manners, speak and listen with kindness - Wait your turn to speak - Allow myself and others to learn	- Be in the right place at the right time - Look after my belongings - Allow myself and others to learn - Strive to achieve my best - Own my own behaviour - Use my 4C learning behaviours	- Keep trying – don’t give up - Accept the things I cannot change - Learn from my mistakes - Problem solve - Use my Zones of Regulation strategies to bounce back

Inclusive Community Partnerships:

Gymea North Public School works to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

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. Read the [School Community Charter \(PDF 1.4 MB\)](#) to ensure you understand how important it is to create a positive learning environment for our students.

School Community Responsibilities

All members of our school community are responsible for ensuring the wellbeing of our students.

Students will:

- Adhere to the Behaviour Code for Students (link p2) as stated by the Department of Education;
- Be actively aware of school expectations of appropriate behaviour; and
- Engage in learning opportunities that enhance their wellbeing.

Parents/Carers will:

- Support the school in the implementation of the Student Behaviour Management and Wellbeing Policy;
- Be encouraged to support the principles of the policy at home; and
- Communicate with school staff in regard to their child's wellbeing and circumstances which may influence this behaviour.

Staff will:

- Support the effective implementation of the Student Behaviour Management and Wellbeing Policy;
- Communicate with parents/carers in regard to the wellbeing of their child;
- Implement the school's Anti-bullying Plan; and
- Teach the Zones of Regulation program (self-regulation strategies), the 4C's learning dispositions, Anti-bullying and drug education, road safety and child protection programs.

The NSW Department of Education and Gymea North Public-School values the diversity of its school communities and is committed to building a more inclusive education system for all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith. The [Disability Standards for Education 2005](#) (the Standards) clarify the obligations of education and training providers under the [Disability Discrimination Act 1992](#).

This behaviour support and management plan also ensures a safe working and learning environment for everyone at Gymea North PS consistent with the [Work Health and Safety \(WHS\) policy](#).

As outlined below, the policy includes strategies that recognise, reinforce and teach inclusive and safe behaviours in line with the curriculum, and manage the range of student behaviours. It incorporates a multi-tiered care continuum to support all students, including a focus on proactive prevention, early intervention, and targeted and individual interventions.



Recognising and Reinforcing Positive Achievement and Behaviour

The achievements of students deserve recognition through praise, encouragement, and the presentation of awards. The award system aligns with our school's core values and expectations of Respect, Responsibility and Resilience. Students should be positively recognised for displaying such appropriate behaviours.

Teachers and staff will also award 'Caught You Being Good' tickets to students in class and on the playground, recognising and reinforcing respectful, responsible, and resilient behaviours. Every Friday morning at assembly a raffle is held, and the 8 winning tickets drawn receive canteen vouchers.

Individual classes have opportunity to earn tokens for working together and displaying positive behaviours as a group. This targets behaviours in group settings (such as assemblies; sport) allowing a class to build community and model the values of respect, responsibility, and resilience as a collective. Once 10 class tokens are earned, they can be traded for a group reward of their choice.

Students earn Positive Learning Awards for their attitude and application towards learning and the positive interpersonal skills they display in school. These are awarded by teachers in all settings.

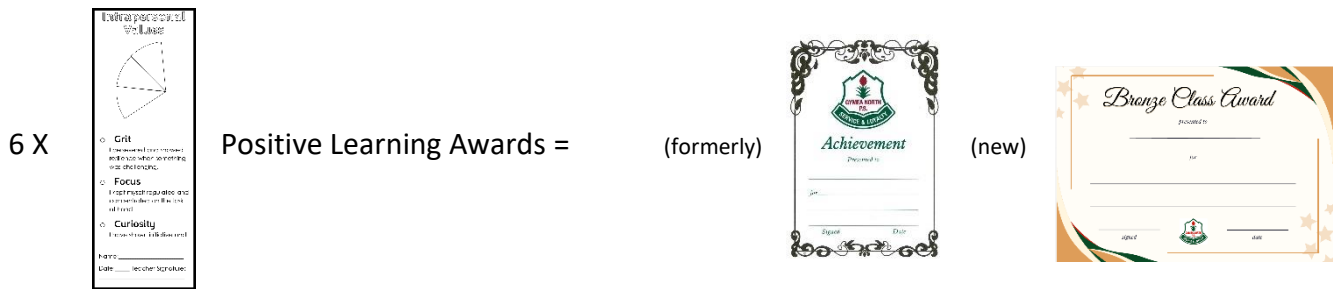
Class achievement awards are presented to students at fortnightly assemblies for a variety of reasons decided upon by the class teacher.

Silver Awards, Gold Principal Awards and Honour Badges are presented at formal K-6 Assemblies.

Positive Learning Behaviour Awards (4C's)	Awarded by class/library/RFF teachers to students who display positive learning behaviours, interpersonal skills, or attitudes in school. (Not awarded in an assembly.)
Bronze Class Awards (formerly Achievement Awards)	Awarded in two ways. - To students who have received 6 Positive Learning Behaviour Awards. These will be presented to the student by the Stage AP in their classroom. (Not awarded during an assembly) - By class teachers and presented at fortnightly K-2 or 3-6 assemblies. Each teacher may award 2 Bronze Class Awards per class per fortnight. Once a student has received 3 Bronze Awards, they bring them to their class teacher to earn a Silver Award.
Silver Awards (Formerly Certificates of Merit)	Presented at a whole school assembly to students who have earned three Bronze Awards. Once a student has received 3 Silver Awards they bring them to the office to earn a Gold Principals Award.
Gold Principals Award	Presented by the Principal at a whole school assembly to students who have earned three Silver Awards. Recipients of Gold Principals Awards are also invited to a special morning tea at the end of that term. If a student receives 3 Gold Principals Awards throughout their schooling years, they have earned an Honour Badge.
Honour Badge	Presented at a whole school assembly to students who have earned three Gold Principals Awards. Recipients of this award also enjoy a special morning tea at the end of that term and a canteen voucher.

Positive Reward System Visual Chart

NB/ Students are responsible for the collection of their own awards. When they have received the correct number of awards they will hand them in at school in order to receive the next level of recognition.



(Presented to students in classrooms by the stage Assistant Principal)

Achievement awards are also given out by class teachers at fortnightly assemblies.



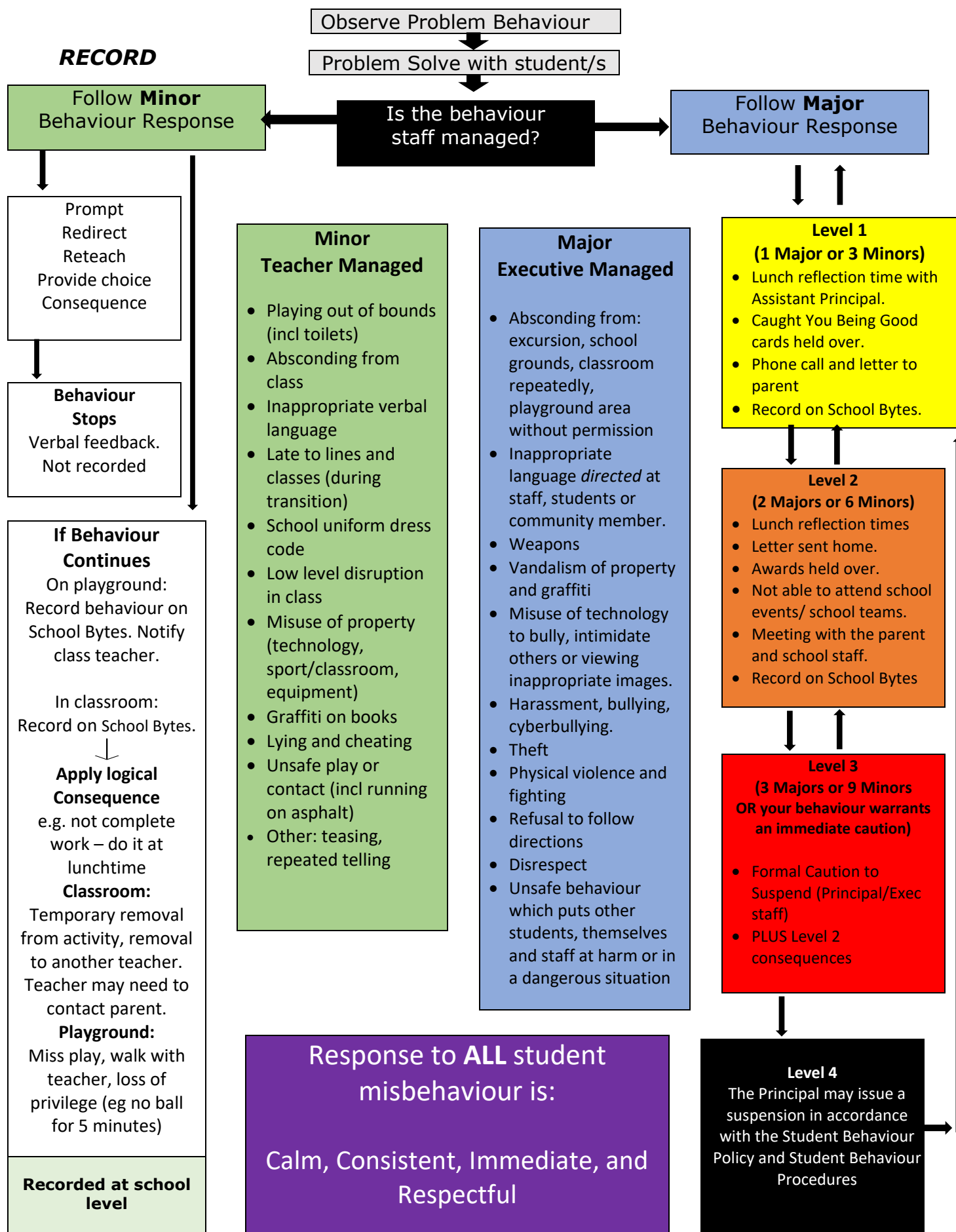
Honour Badge



Student Behaviour Management Process

*Major and Minor behavioural issues are recorded per term

When determining the consequence for a behaviour, factors such as the frequency, intensity and duration of the behaviour will be considered when determining the appropriate level due to the overlap of behaviours across the matrix.



LEVEL 0 ALL STUDENTS BEGIN THE YEAR AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
Your behaviour is respectful, responsible and resilient. Most of the time you are able to: • Listen and communicate with courtesy; • Follow staff instructions; • Allow yourself and others to learn; • Own your actions and choices; • Work and play safely and co-operate with others. • Accept that things may not go your way; • Try and solve problems yourself; • Care for your personal belongings and the school environment • Strive to achieve your personal best.	Receive rewards and various awards: - Positive Learning awards; - Bronze class awards at assemblies; - Silver Merits and Gold Principal awards - Caught you Being Good cards Participate in school teams, excursions and special activities. You will develop a positive reputation in the school community. You will be setting yourself up for success.
LEVEL 1 <i>(1 major or 3 minors within the term)</i> WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
Your behaviour is CAUSING CONCERN. Your class teacher and/or other teachers feel that you need support and help to be respectful, responsible, and resilient. You may be doing one or more of these things: • Disrupting the class, which means you are not allowing yourself and others to learn. • Being unsafe in the playground or classroom, which means you may not be co-operating, playing safely, or following rules and instructions. • Your class teacher has had to discuss and manage your behaviour on a number of occasions, or you were involved in a major incident. OR You have responded to help whilst at Level 2	You will be placed at this level by an Assistant Principal (after consultation with the classroom teacher). You will miss play during a lunch time and attend a behaviour reflection session with an Assistant Principal. Your behaviour details will be recorded on School Bytes. Caught You Being Good cards will be held over. A phone call will be made to your parents to discuss your behaviour and a letter will be sent home after your reflection session. If you are placed at Level 1 on several occasions, it may be necessary to hold a meeting with your parents and school staff to discuss how we can support your behaviour at school. It may also be recommended that you see the School Counsellor or Wellbeing Officer. You will return to Level 0 after maintaining good behaviour for 2 weeks.

LEVEL 2 <i>(2 majors or 6 minors within the term)</i> WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
Your behaviour is UNSATISFACTORY. After being placed at Level 1, it has been difficult to see improvement and some of the level 1 behaviours have continued and may be adversely affecting others as well. School staff feel that you now need a moderate amount of support and help to be respectful, responsible and resilient. Suggestions how you can improve your behaviour have been made and not acted upon. The Principal and/or Assistant Principal has discussed your lack of responsibility, respect or resilience. OR You have responded to the support given whilst at Level 3.	You will be placed at this level by the Principal and Assistant Principal after consultation with the classroom teacher. You may miss several play sessions to attend behaviour reflection sessions with an Assistant Principal or Wellbeing Officer. Your behaviour details will be recorded on School Bytes and an email will be sent home notifying your parents of your placement at this level. A phone call or meeting will be held with your parents to discuss your behaviour. We will work together to create a behaviour support plan, positive goals or a reward system that can support you to succeed and make positive choices at school. Caught You Being Good cards, Silver Awards (Certificates of Merit) or Gold Principals Awards will be held over. As a result of not being able to display the school values of respect, responsibility, and resilience you may not be able to attend school events or be part of a school team whilst at this level. This includes: • School excursions • School social activities • School sporting events/PSSA It may also be recommended that you see the School Counsellor or Wellbeing Officer. You will return to Level 1 after two weeks of showing respectful, responsible and resilient behaviour.

LEVEL 3 <i>(3 majors, 9 minors within the term)</i> Formal Caution to Suspend WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS AT THIS LEVEL
Your behaviour CONTINUES TO BE UNSATISFACTORY. You may also be placed here if your behaviour has caused or might cause harm or danger to yourself or others. Reasons as per Level 2.	Continuation of Level 2 The Principal or Executive may issue a formal caution to suspend. This may give you the time you need to understand the impact of your behaviour. Your parents/carers will be contacted by the school, the formal caution is recorded and a letter sent home. The school will work with you, and your family, to plan or review the supports you may need at school. The formal caution for a behaviour of concern is in place for up to 50 school days. During this time, you may be suspended if these behaviours happen again. You will return to Level 2 after two weeks of showing improved respect, responsibility and resilient behaviour. (However, the formal caution period of 50 days remains.)
LEVEL 4 – (Suspension Level) WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
Your behaviour is CONTINUING TO BE UNSATISFACTORY. You need intensive support to be respectful, responsible and resilient at school and to keep yourself and others safe. We need to review the current help we are giving you. OR In some circumstances, the principal may determine that you should be suspended as a first response to a behaviour of concern because your behaviour has harmed or put others in danger or another person's safety or wellbeing is at risk.	You will be placed on this level by the Principal or Executive staff. Your parents will be informed of the decision to suspend you. This may also involve a meeting/interview with your parents and school staff. During your suspension period, school staff will check in with you or your parents. Before you return from your suspension, the school will contact you and your family to arrange a planning meeting with school staff. The meeting will be about how we can work together to support you safely returning to school. You will return to Level 1 upon return to school. This will provide the opportunity for school staff to monitor your progress back towards displaying respect, responsible and resilient behaviours.