

# North Gosford Learning Centre Behaviour Support and Management Plan

## Overview

North Gosford Learning Centre is dedicated to explicitly teaching and modelling positive behaviour while creating an environment where all students are actively engaged in their learning. Our aim is to inspire every child to make a positive contribution to society. We focus on promoting excellence, opportunity, and success for every student each day, fostering a safe and respectful learning atmosphere within a supportive community. Our behaviour management approach is rooted in positive behaviour support, trauma-informed practices, inclusive pedagogy, and social-emotional learning. We set high expectations for student behaviour through effective role modelling, explicit instruction, and targeted intervention strategies.

We believe that students should take responsibility for their actions. To support this, all staff consistently address behavioural challenges, helping students understand the impact of their behaviour and learn from their experiences.

To fulfill our mission, NGLC has adopted the TRUST in Schools program, which focuses on five key components: Belonging, Routine, Attachment, Capacity, and Emotions. Additionally, we utilize the PBIS program to actively recognize and encourage positive and pro-social behaviour.

## Partnership with parents and carers

North Gosford Learning Centre 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, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

North Gosford Learning Centre 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

North Gosford Learning Centre has established the following school-wide expectations and rules:

1. **Be a Learner**
2. **Be Respectful**
3. **Be Healthy and Safe**

These expectations are explicitly taught during class time in small groups as well as in whole-school assemblies. Staff at NGLC recognize and acknowledge students who demonstrate these expectations through "Caught You Being Good" initiatives and PBIS tick sheets for each session.

## 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 \(nsw.gov.au\)](https://www.education.nsw.gov.au/behaviour-code-for-students)

## Whole school approach across the care continuum

Our school integrates student wellbeing and positive behaviour strategies throughout the care continuum, addressing behaviours of concern such as bullying and cyberbullying. 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:

- Clearly teaching expectations.
- Setting consistent routines, procedures, and processes.
- Encouraging positive behaviour.
- Actively supervising students.
- Delivering highly engaging programs.
- Differentiating learning content and tasks to cater to the needs of all learners.

| Care Continuum  | Strategy or Program                                 | Details   | Audience                      |
|---|---|---|-------------------------------|
| Prevention / Early/ Targeted/ & individual intervention | 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, staff and families. |
| Prevention & Early intervention                         | Caught you Being good tickets.                      | Teachers recognise positive behaviour by handing out caught you being good tickets when demonstrating positive behaviours. These ticket then enter a draw at the end of the week in assembly.   | Students, Staff               |
| Prevention / Early/ Targeted/ & individual intervention | PBIS Rewards  | The multi-device platform allows staff continuously recognise students for meeting behaviour expectations from anywhere in the school, not just the classroom.  | Staff, Students.              |
| Prevention & early intervention                         | Student support officer                             | Supports the implementation of the school's approach to wellbeing.  | SSO, Students.                |

|  |                                       |   |                                   |
|--|---------------------------------------|---|-----------------------------------|
| <b>Targeted/ Individual Intervention</b> | Attendance monitoring                 | Student certificates for improved and consistent attendance. Address barriers to improve barriers.  | Students, Assistant Principal     |
| <b>Targeted/ Individual Intervention</b> | Small group sessions                  | We identify area of improvement in small cohort of students and deliver small intensive intervention programs. These programs are designed to support growth in social, emotional and behavioural growth. | SSO, Executive staff, Students.   |
| <b>Individual intervention</b>           | Individual behaviour support planning | This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.   | Students, parent/carer, All staff |

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

### Identifying Behaviours of Concern

Behaviours of concern encompass challenging, complex, or unsafe actions that necessitate more sustained and intensive interventions. These behaviours do not include minor inappropriate or developmentally expected behaviours. Bullying behaviour is characterised by the intentional misuse of power within a relationship, occurring repeatedly over time, and includes actions that can inflict harm.

North Gosford Learning Centre staff will identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various methods, such as:

- Observing students' behaviours, interactions, verbal communications, or work outputs (e.g., written materials, performances, or artworks)
- Receiving disclosures of previously unknown information, whether new or kept secret
- Addressing concerns raised by parents, community members, or agencies.

Students or parents may report incidents of bullying to any staff member. Principals of NSW public schools have the authority to take disciplinary action regarding student behaviours occurring outside school hours or grounds, including cyberbullying. Support will be provided to students who have experienced bullying.

### Responses to Behaviours of Concern

These responses apply to student behaviour occurring:

- On school grounds
- At off-site school-endorsed activities
- Outside school hours and off premises when there is a clear connection between the school and the conduct of students
- When using social media, mobile devices, or other technology involving another student or staff member, where a clear connection to the school exists.

### Preventing and Responding to Behaviours of Concern

Planned responses to behaviours that do not align with school expectations are managed either by teachers or school executives. Staff should use their professional judgement to determine if a behaviour should be managed by a teacher or the executive, taking into account the potential risk to the safety or well-being of the student or others.

- **Teacher Managed:** Low-level inappropriate behaviours are addressed by teachers within the classroom and playground settings.
- **Executive Managed:** Behaviours of concern are dealt with by school executive staff.

Corrective actions by teachers may include:

- Reminding students of rules

- Redirecting students, offering choices, or correcting errors
- Providing prompts
- Retaining instruction
- Providing time and space
- Implementing reflection, and restorative practices
- Communicating with parents or caregivers.

See appendix 1 for behaviour flowchart.

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. 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 policy](#); [Incident Notification and Response Procedures](#); [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? |
|--|--|------------------|-------------------------|
| <b>Reset breaks</b> – withdrawal from playground/classroom when behaviour of concern continues after redirections have failed. The reset break is used to give the student opportunity to reflect on behaviour. It also gives student and teacher time to discuss alternate strategies to successfully integrate back into activity. | When required. Minimum amount of time. | CT/AP            | Compass                 |
| <b>Time out of class (Office/Alternate Space)</b> – Withdrawal from classroom or playground into an  | Remainder of the session or            | AP/P             | Compass                 |

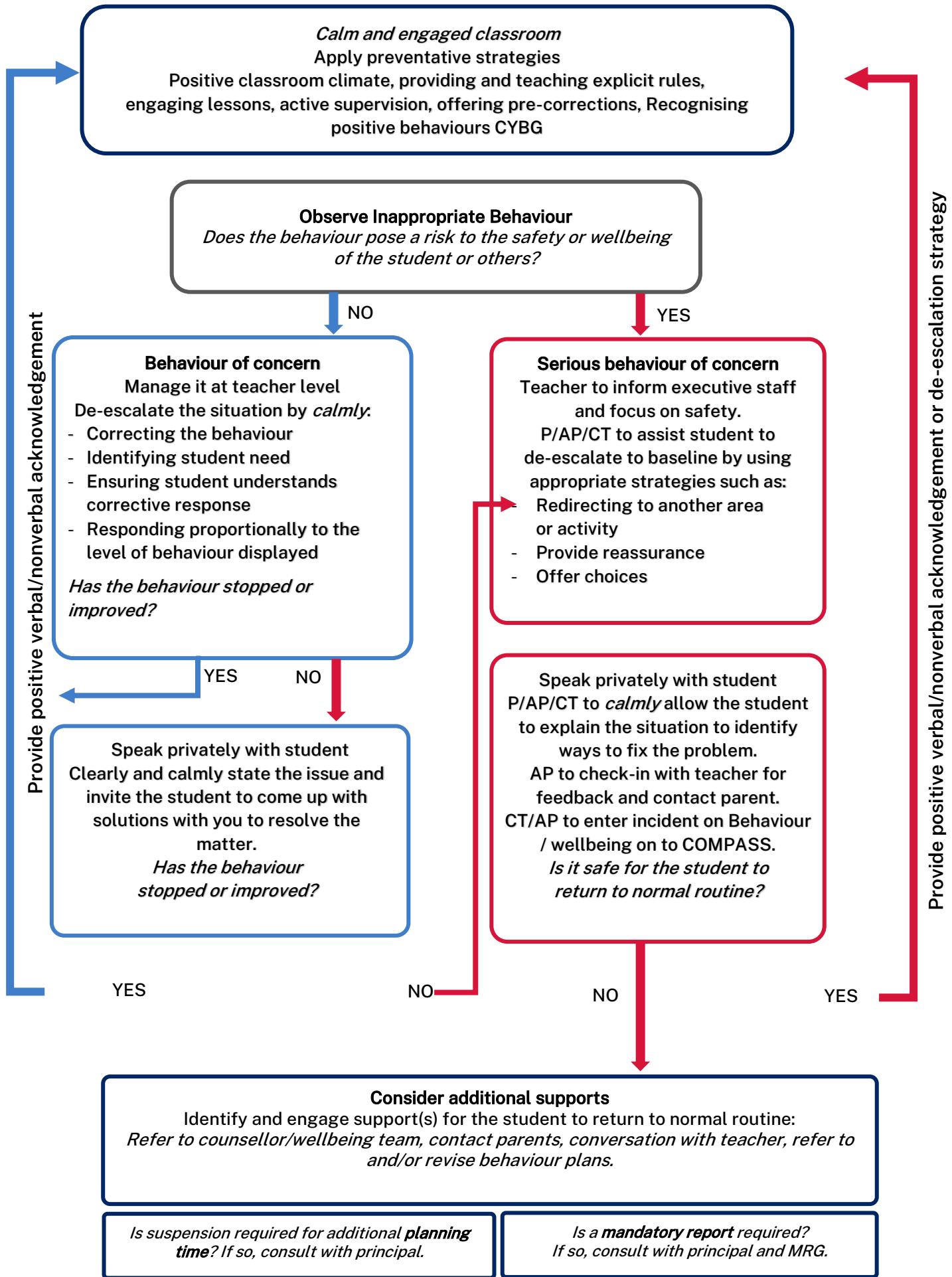
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|---|---|
| alternate space like the office where student will receive executive support. The strategy will be used when other strategies have failed support student in making positive choices. | if Executive think re-integration will be successful. |
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## Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions North Gosford Learning Centre 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 judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

