

Georges River College Peakhurst Campus - School Behaviour Support and Management Plan

Overview

Georges River College Peakhurst Campus (GRC Peakhurst Campus) is committed to creating a safe, caring and effective learning environment for its students. We focus on explicitly teaching and modelling positive behaviour and supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. 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. Students are nurtured and supported as they learn and develop into responsible young citizens.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social and emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

The aim of our School Behaviour Support and Management Plan (SBSMP) is to support students in their overall learning and development and in becoming self-directed, life-long learners. By becoming active participants in their own long-term social and ethical development, students can create a positive future for themselves and for the wider school community.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Positive, safe and supportive learning culture
- Trauma Informed Practice
- Student Wellbeing Initiatives

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

A positive, safe and supportive learning culture encourages behaviour that is inclusive and respectful.

Partnership with parents and carers

At GRC Peakhurst Campus, students, teachers and parents work closely together to help students grow into compassionate, caring and responsible members of our community. Students are encouraged to evaluate their behaviours according to principles and values that guide their lives and to the shared beliefs of our school and our community.

GRC Peakhurst Campus partners with families to establish and implement student behaviour management strategies by:

- inviting family and student feedback through formal and informal means, for example, through the NSW Public School Students Survey, school surveys, consulting with the school's P & C Association and local AECG
- working with families to support their child's wellbeing and behaviour
- responding to concerns raised

GRC Peakhurst Campus will communicate behaviour expectations to parents/carers through the school newsletter, website and via email, and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and values

Georges River College has the following expectations and values throughout all campuses:

- **Respect**
- **Responsibility**
- **Excellence**

These values and associated expectations are outlined below:



Georges River College

PEAKHURST CAMPUS



FOSTERING LEARNERS WHO ARE RESPECTFUL, RESPONSIBLE AND AIMING FOR EXCELLENCE.

THE GRC WAY		RESPECT	RESPONSIBILITY	EXCELLENCE
SETTINGS	ALL SETTINGS	I will: <ul style="list-style-type: none"> ★ use appropriate language and tone ★ follow instructions ★ say no to bullying ★ care for others and their property ★ treat everyone as I want to be treated ★ be accepting of others ★ be a positive and ethical digital citizen 	I will: <ul style="list-style-type: none"> ★ wear my school uniform with pride ★ be organised and prepared for all lessons ★ act safely ★ communicate safely and appropriately when using social media ★ ensure my mobile phone is switched off and out of sight ★ keep my hands off others ★ be in the right place at the right time 	I will: <ul style="list-style-type: none"> ★ try my best at all times ★ attend school on time every day ★ be proud of my achievements and strive for success ★ take pride in the appearance and culture of the school ★ participate in activities beyond the classroom
	CLASSROOM	I will: <ul style="list-style-type: none"> ★ put my hand up and wait my turn ★ listen attentively ★ encourage others ★ speak and ask questions politely 	I will: <ul style="list-style-type: none"> ★ be prepared ★ bring and look after equipment ★ be on time ★ remain on task ★ seek assistance when needed 	I will: <ul style="list-style-type: none"> ★ complete all my work to the best of my ability ★ continue to improve ★ submit all set work and assessment tasks
	CORRIDORS	I will: <ul style="list-style-type: none"> ★ be on time ★ respect other students' learning ★ be considerate of others ★ make way for others ★ maintain personal space ★ speak quietly ★ use appropriate language 	I will: <ul style="list-style-type: none"> ★ line up and wait quietly ★ keep corridors clean and tidy ★ be punctual to class ★ calmly walk inside buildings ★ keep to the left 	I will: <ul style="list-style-type: none"> ★ know my timetable ★ arrive prepared for class and practical lessons

SETTINGS	ASSEMBLIES AND ROLLCALL	I will: ✦ listen to all announcements ✦ move quickly and quietly ✦ have all equipment displayed as requested ✦ congratulate the achievements of others appropriately	I will: ✦ follow procedures ✦ be prepared	I will: ✦ always follow staff instructions ✦ participate appropriately ✦ sit quietly ✦ complete all booklets to the best of my ability
	PLAYGROUND	I will: ✦ respect others and their property ✦ listen to others ✦ clean up when requested	I will: ✦ be inclusive ✦ keep my school clean ✦ be considerate of others ✦ look after my belongings ✦ be water-wise	I will: ✦ always follow staff instructions ✦ be in the right place at the right time ✦ be proud and appreciate my surroundings
	TOILETS	I will: ✦ respect all facilities ✦ respect others and their property ✦ keep the area clean	I will: ✦ keep my school clean ✦ report all problems to a member of staff ✦ be considerate of others ✦ look after my belongings ✦ be water-wise ✦ be hygienic	I will: ✦ conserve water and paper ✦ use toilets during break times ✦ always follow staff instructions
	CANTEEN	I will: ✦ wait my turn ✦ maintain personal space ✦ only purchase items for myself ✦ be polite to the canteen staff	I will: ✦ wait quietly in two lines behind the yellow line ✦ listen to the teacher	I will: ✦ only be in the canteen if I am purchasing items ✦ smile and say 'please' and 'thank you'
	TRANSPORT	I will: ✦ stand up for members of the public ✦ wait in line ✦ speak politely and quietly ✦ maintain personal space ✦ stand to the side while members of the public enter or exit the bus	I will: ✦ keep food and drink off the bus ✦ keep my belongings with me at all times ✦ have my travel pass or money ready	I will: ✦ follow instructions ✦ be respectful and responsible ✦ be a good ambassador for my school
	COMMUNITY AND PUBLIC PLACES	I will: ✦ use polite language and tone ✦ act safely ✦ care for others and my surroundings	I will: ✦ take pride in my uniform and appearance ✦ lead by example ✦ assist others and be helpful	I will: ✦ be a responsible member of the community ✦ be a good ambassador for my school ✦ strive for success ✦ be proud of myself

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds promptly to behaviours of concern, including bullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons
- differentiating learning content and tasks to meet the needs of all learners
- utilising the key components of the explicit teaching model

Whole-school approach to prevent and respond to student behaviour

GRC Peakhurst Campus has a tiered approach including proactive and responsive strategies to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. GRC Peakhurst Campus employs strategies and interventions that support students to learn and practise expected behaviours. Our preventative interventions and universal expectations aim to develop a positive, inclusive and respectful **school culture that promotes a safe, respectful and engaging environment where personal, social and academic achievement can thrive**. The interventions at GRC Peakhurst Campus have been tiered to ensure they **provide timely and appropriate** support that aligns with The Care Continuum, with an emphasis is on prevention:

- **Tier I** universal or preventative interventions for all students.
- **Tier II** **early or targeted** intervention for some students **or groups of students identified as requiring more intensive support**.
- **Tier III** intensive and individual intervention for few students **with highly complex and challenging behaviours**.

The tiered approach incorporates whole school expectations applied across all settings to promote **safe, engaging, and respectful** student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with effective visual reminders and universal school language.

The explicit teaching of behavioural expectations **respect, responsibility, and excellence** are delivered to students during assemblies and Peak Learning lessons and are reinforced by staff in alignment with the Student Behaviour Code.

Our expectations are adapted to suit specific locations within the school and community, such as the **classroom, playground, corridors and travelling to and from school**. These expectations form a key component of the **School Behaviour Support and Management Plan**.

THREE TIERS OF INTERVENTIONS – A LAYERED SUPPORT FRAMEWORK	
TIER I - PREVENTATIVE INTERVENTIONS AND UNIVERSALS	All students
Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students	
TIER II - EARLY OR TARGETED INTERVENTIONS SOME STUDENTS	Some Students
Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
TIER III - INDIVIDUAL INTERVENTIONS FEW STUDENTS	Few Students
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team	

Georges River College Peakhurst Campus uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

TIER I – PREVENTATIVE INTERVENTIONS AND UNIVERSALS

ALL STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
PREVENTION	UNIVERSAL LANGUAGE AND EXPECTATIONS	<ul style="list-style-type: none"> • Consistent language and expectations based on ‘The GRC Way’ in all settings (classroom, playground and transitions). • The GRC Way expectations are built around the DoE student behaviour code - Respect, Safety and Engagement. • The GRC Way is embedded throughout the weekly wellbeing lessons, signage and assemblies. • Emails, newsletters, social media and other communications increase parent/carer understanding of how our school addresses all forms of behaviour. 	Whole School
	EXPLICIT TEACHING OF EXPECTED BEHAVIOURS	<ul style="list-style-type: none"> • School expectations are reinforced through bi-weekly quad assemblies, expectation assemblies, the delivery of a weekly wellbeing program to students in Peak Learning lessons. • PDHPE curriculum includes teaching the development of self-management skills, enabling students to take personal responsibility for their actions and emotions. • School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings. • Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language. • Staff reinforce the school anti-bullying policy in collaboration with wellbeing staff and educational programs that are designed to empower students in a supportive learning environment. • Anti-Racism Contact Officers (ARCO) promote anti-racism education, support complaint handling and monitor racism incidents. 	Whole School
	POSITIVE REINFORCEMENT, PROGRAMS AND ACKNOWLEDGEMENT	<ul style="list-style-type: none"> • A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school). • Staff issue merit awards for student excellence and use positive correspondence (letters / phone calls) to parents/carers. • Staff actively communicate with parents/carers using methods such as emails, phone calls, meetings and interviews. • The school organises a variety of student-based wellbeing events, such as ‘Staff V Students’ sporting events, Fun Day Activities like ‘Draw Off’ and ‘Slime the Teacher’ and mentoring programs whereby students strengthen positive relationships with teaching and learning staff. • Students are acknowledged for positive attendance, excellence and commitment to learning during school assemblies throughout the year with awards such as Principal’s Awards, certificates and vouchers. 	Whole School

TIER I – PREVENTATIVE INTERVENTIONS AND UNIVERSALS

ALL STUDENTS

CARE CONTINUUM	INTERVENTION	• DETAILS	AUDIENCE
EARLY INTERVENTION	CLASSROOM MANAGEMENT STRATEGIES AND ROUTINES	<ul style="list-style-type: none"> • Staff are trained in behaviour management practices that are aligned with The GRC Way and Trauma Informed Practices. These provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours. Professional Learning is outlined in Appendix 3. • Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. Teachers employ a wide range of strategies to support students and communicate regularly with parents/carers to ensure that all key stakeholders are involved in the educational development of every student. • Some interventions may include: <ul style="list-style-type: none"> - Classroom teacher behaviour monitoring. - Classroom teacher differentiation and learning adjustments. - Classroom teacher parent/carer contact, meetings and interviews. - Classroom teacher restorative conversations (student reflections, interviews and mediations). - The GRC Way for Learning universal language and explicit teaching of expectations. - Youth Worker / Student Support Officer / Year Advisor / mentors for students / Counsellor / Head Teacher Wellbeing. - Student-directed time out. 	All Staff

TIER II – EARLY OR TARGETED INTERVENTIONS

SOME STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
EARLY INTERVENTION	TRANSITION	<p>Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into GRC Peakhurst Campus. Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. Our transition program includes but is not limited to:</p> <ul style="list-style-type: none"> • Year 4 Gifted Games Challenge • Taster lesson delivery to Year 5 and 6 • Pathfinders Program (Yr 6 – 7 Transition) • Peer Support Program (Yr 6 – 7 Transition) • Learning & Support Team transition visits to primary schools • Orientation day (Yr 6 – 7 Transition) • Yarning Circle • Aurora Program for Aboriginal and Torres Strait Islander Students • Subject Information Day / Evening (Yr 10 – 11 Transition) • Subject Taster Days (Yr 10 – 11 Transition) • Stage 6 College Transition Expo (Yr 10 – 11 Transition) • Jump Start program (Yr 10 – 11 Transition) • Orientation Day (Yr 10 – 11 Transition) • Support Unit Transition (Yr 6-7 & Yr 10-11) 	
	BEHAVIOUR, LEARNING AND SUPPORT	<ul style="list-style-type: none"> • Some students require early and targeted interventions to support their behaviour and educational progress. The school’s application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. The school’s Three Tiers of Interventions framework organises these interventions into the Tier II level. • The Learning Enhancement Team (LET) is composed of the following key stakeholders – Principal, Deputy Principal, Head Teacher Teaching & Learning, Head Teacher Special Education, Learning and Support Teachers and School Counsellors. • Following a referral to the school’s Learning Enhancement Team, interventions are aligned to student needs which may include: <ul style="list-style-type: none"> - Behaviour intervention and support programs. - Disability provisions. - Learning and Support Teacher (LaST) classroom teacher and Head Teacher support. - Minimum standards interventions and testing. - Student Learning and Support Officers (SLSO). - Student planning (PLAN creation on SENTRAL), Learning and Support Plans (LSP), Personalised Learning Pathway (PLP). - Teaching and learning literacy and numeracy programs, such as EAL/D and tuition/mentoring groups. 	LET

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
TARGETED INTERVENTION	SCHOOL / EXTERNAL WELLBEING PROGRAMS	<ul style="list-style-type: none"> • The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include: <ul style="list-style-type: none"> - External presentations, such as ThinkUKnow, Shine, Drumbeats, Backflips Against Bullying, PCYC Fit for Life, NSW & Federal Police. - Australian eSafety Commissioner Toolkit for Schools: 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. - De-escalation space /check-in space / time out space. - Student mediation, prosocial and emotional skill capacity building programs. - Boys group mentoring. - Aboriginal student specific programs and services including but not limited to – Yarning Circle and the Aurora Program. 	Wellbeing Team
	EXTERNAL AGENCY AND CONTACT SUPPORT	<ul style="list-style-type: none"> • The Learning Enhancement Team (LET) plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. • The school Wellbeing Team liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. 	LET Wellbeing Team
	HEAD TEACHER INTERVENTIONS	<ul style="list-style-type: none"> • Teaching and learning is led by a dedicated team of specialist Head Teachers who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> - Head Teacher behaviour monitoring. - Head Teacher classroom teacher support (senior class placement, student mediation). - Head Teacher parent/carer contact, meetings and interviews. - Head Teacher restorative conversations (student reflections, interviews and mediations). - Referral to the Learning Enhancement Team. - Referral to the Anti Racism Coordinating Officer - Referral to the Wellbeing Team - Referral to the Deputy Principals 	Head Teachers

TIER III – INDIVIDUAL INTERVENTIONS

FEW STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTION	ATTENDANCE ADMINISTRATION	<ul style="list-style-type: none"> • Student attendance in NSW public schools is mandatory for all children under the age of 17. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance. • It is the responsibility of the parent/carer to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. • Please refer the GRC Peakhurst Attendance procedural document for an overview of attendance procedures. https://peakhurst-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html#Attendance0 • From time to time, a student may be unable to attend school for a medical /mental health or cultural reason and require individualised intervention that may include: <ul style="list-style-type: none"> - Attendance administration parent/carer contact, meetings and interviews. - Part-Day Exemption (up to 5 weeks) and Exemption from school attendance (up to 100 days). • When at school, students must attend their timetabled classes unless they have a reasonable excuse. Failure to comply is considered truancy. Students who truant timetabled lessons will be supported by teaching and learning staff to address this behaviour and return to their classes. Some interventions may include: <ul style="list-style-type: none"> - Attendance administration parent/carer contact, meetings and interviews. - Attendance Monitoring Card. - Classroom teacher behaviour monitoring. - Head Teacher behaviour monitoring. - Deputy Principal behaviour monitoring. 	<p>Parent and caregivers</p> <p>Wellbeing Team</p> <p>LET</p> <p>Home School Liaison Officer</p>
	BEHAVIOUR, LEARNING AND SUPPORT	<ul style="list-style-type: none"> • Occasionally, some students require more individualised and targeted interventions to support their behaviour and educational progress. The school’s application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. The school’s Tiered Framework organises these interventions into the Tier III level. • Following a referral to the school’s Learning Enhancement Team (LET), interventions are aligned to the needs of the student which may include: <ul style="list-style-type: none"> - Access Request for Integration Funding Support (IFS) or placement at a specialist setting. - Functional Behaviour Assessment (FBA). - Referral to the School Counsellor, Student Support Officer (SSO) Youth Workers, Aboriginal Education Coordinator - Student planning (Review Meetings, Behaviour Support Plan (BSP), Risk Management Plan (RMP), Safety Plan, Individualised Support Plan.) - Teaching and learning academic testing and literacy (PAT testing) / numeracy tutoring. - Learning and Support Teacher assistance in class or by withdrawal. 	<p>LET</p>

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTION	YEAR ADVISOR INTERVENTIONS	<ul style="list-style-type: none"> The first point of contact is the Year Advisor who is responsible for the coordination and initial management of student and/or parent/carer learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Year Advisor proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/carer contact and restorative conversations. 	Year Advisor
	REFERRAL	<ul style="list-style-type: none"> To provide specialist support for a student, the Learning Enhancement Team may refer to and consult with internal school-based teams and or external delivery support teams within the department. Interventions may include: <ul style="list-style-type: none"> Learning Enhancement Team may refer internally or through delivery support to create Individual Behaviour Support Plans, Safety Plans and or Risk Management Plans. Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Attendance Officer (AAO) or the Aboriginal Community Liaison Officer (ACLO). Referral to the Assistant Principal Learning and Support (APLaS). Referral to the Delivery Support and Coordination Team Around a School, Complex Case Team or Behaviour Specialist. 	Learning and Support Team
	SCHOOL / EXTERNAL WELLBEING PROGRAMS	<ul style="list-style-type: none"> The Learning Enhancement Team / Wellbeing Team in consultation with the parent/carer may place a student in a wellbeing program (school based or external provider). Examples of these programs may include but are not limited to: <ul style="list-style-type: none"> External outreach programs / supports (3 Bridges, Georges River Life Care, Head to Health and 2Connect). PCYC program (Fit for Life). School Aboriginal programs (Yarning Circle, Aurora Program). School Wellbeing programs (mentors for students, Shine, Wellbeing Ambassador Program, Peer Support). Supporting students to self-regulate, providing opportunities to lead others. 	Whole School
	DEPUTY PRINCIPAL INTERVENTIONS	<ul style="list-style-type: none"> Teaching and Learning is driven by the School Executive Team, including the Deputy Principal, who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a holistic educational experience that is inclusive of the DoE Policy and Procedures, Student Behaviour Strategy and School Excellence Framework. Some interventions may include: <ul style="list-style-type: none"> Deputy Principal behaviour monitoring. Deputy Principal classroom teacher support (senior class placement, student mediation, student time out). Deputy Principal parent/carer contact, meetings and interviews. Deputy Principal restorative conversations (student reflections, interviews, mediations, and student agreements). Referral to external agency, such as Child Wellbeing Unit, Department of Communities and Justice and the DoE Team Around a School. 	Deputy Principal
	EXTERNAL AGENCY AND CONTACT SUPPORT	<ul style="list-style-type: none"> The Learning Enhancement Team (LET) plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. For students with complex behaviour or learning concerns, the Wellbeing Team will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: <ul style="list-style-type: none"> Application for an alternative learning pathway, such as Distance Education or TAFE NSW. Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), Headspace, Department of Communities and Justice (DCJ), 3Bridges, health/community services. 	LET

Behaviour support and management plan

These procedures apply to **All NSW Government schools** and student behaviour:

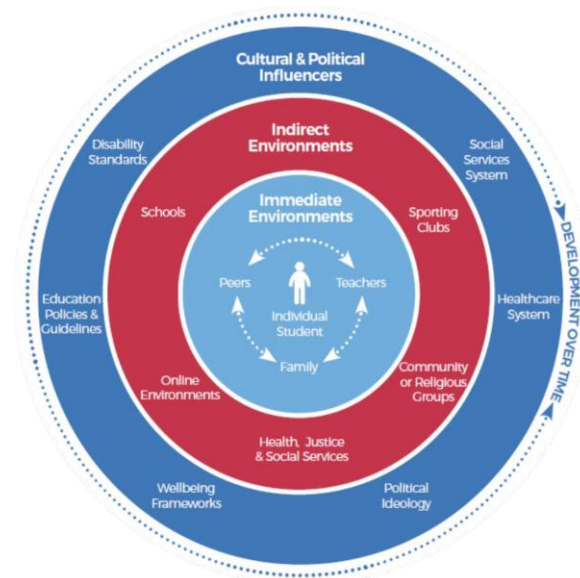
- At school.
- On the way to and from school.
- On school-endorsed activities that are off-site.
- Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct.
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Essential elements of **procedural fairness** include an **individual's right** to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

Effective planning for behaviour support is undertaken through consultation between the student, parents/carers and school staff. A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- **Identify** - The issue and cause.
- **Assess** - Gather evidence and function of the behaviour.
- **Plan** - develop strategies to support the desired behaviour.
- **Implement** - Ensure consistent implementation of staff.
- **Monitor** - regularly review implementation of the plan.
- **Evaluate** - Analyse data and the monitoring review.



Positive behaviour and school-wide expectations

At GRC Peakhurst Campus, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education Behaviour code for students, School Community Charter and Anti- Bullying Plan. These documents are pictured and linked by clicking on the document.

Behaviour code for students NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

School Community Charter

Collaborative. Respectful. Communication.

The following 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.

What our schools provide

NSW public schools work 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.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning
- Communication from school staff will be timely, polite and informative
- Professional relationships with school staff are based on transparency, honesty and mutual respect
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

COLLABORATIVE. RESPECTFUL. COMMUNICATION.

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Anti-Bullying Plan Revised 2023

RATIONALE

Georges River College Peakhurst Campus aim to deliver a dynamic secondary education with diverse and flexible programs within an inclusive, supportive and harmonious school community. Students have a responsibility to behave appropriately, respecting individual differences and diversity. Students are expected to respond to incidents of bullying according to our Anti-Bullying Plan. Parents or caregivers have a responsibility to support their children in developing positive responses to incidents of bullying consistent with our Anti-Bullying Plan.

Georges River College Peakhurst Campus has a responsibility to inform the whole school community about our Student Wellbeing and Management Policy and our Anti-Bullying Plan. It is our responsibility to provide parents, staff and students with clear information regarding school expectations that promote appropriate positive behaviour and learning (PBL).

Our school and college values are:

Respect for self and others

Responsibility for our actions

Excellence in all areas of learning

GRC Peakhurst Campus fosters the school community's belief that every student has the right to:

- Be taught in a safe, inclusive and supportive learning environment
- Be known, cared for and valued as an individual
- Be treated with respect at all times

GRC Peakhurst Campus has a zero tolerance towards all forms of **Bullying and/or cyber-bullying.**

BULLYING

Deliberate, repeated and targeted psychological, emotional and/or physical harassment of one person by another or a group, occurring at school or in transit between school and home. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability or homosexuality), humiliation, domination and intimidation of others. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Bullying **includes** can be:

- Verbal - name calling, continued teasing, spreading **gossip**, abuse, put-downs, sarcasm, insults, threatening physical abuse
- Physical - hitting, punching, kicking, scratching, tripping, spitting, hair pulling, biting
- Social - ignoring, excluding, **gossiping**, alienating, making inappropriate gestures, inappropriate use of mobile phones, malicious SMS/email message
- Psychological - spreading **gossip**, dirty looks, hiding or damaging possessions, stand over tactics and forcing a student to do something they do not want to do
- Religious - making racial/dart, mocking cultural traditions, making offensive gestures
- Sexual - unwanted physical contact, offensive jokes, abusive comments related to supposed sexual **orientation**
- Cyber-bullying** - refers to bullying through information and communication technology

Anti-Bullying Procedures Revised 2024

RATIONALE

Georges River College Peakhurst Campus aim to deliver a dynamic secondary education with diverse and flexible programs within an inclusive, supportive and harmonious school community. Students have a responsibility to behave appropriately, respecting individual differences and diversity. Students are expected to respond to incidents of bullying according to our Anti-Bullying Plan. Parents or caregivers have a responsibility to support their children in developing positive responses to incidents of bullying consistent with our Anti-Bullying Plan.

Georges River College Peakhurst Campus has a responsibility to inform the whole school community about our Student Wellbeing and Management Policy and our Anti-Bullying Plan. It is our responsibility to provide parents, staff and students with clear information regarding school expectations that promote appropriate positive behaviour and learning (PBL).

Our school and college values are:

Respect for self and others

Responsibility for our actions

Excellence in all areas of learning

GRC Peakhurst Campus fosters the school community's belief that every student has the right to:

- Be taught in a safe, inclusive and supportive learning environment
- Be known, cared for and valued as an individual
- Be treated with respect at all times

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- Cyber-bullying** - refers to bullying through information and communication technology

Promoting and reinforcing positive student behaviour and school-wide expectations

Positive behaviour is rewarded through a system of merits and awards. Each student begins the year on 0 points and is able to gain points when they receive Merit Certificates or Principal's Awards for a high standard of classwork, homework, academic excellence, school service or other meritorious behaviour warranting acknowledgement. Students who continue to gain sufficient merit awards will be promoted to a higher level and receive subsequent rewards. During year group assemblies each term, students who have received merits are included in a merit draw to have an opportunity to receive a reward. At the end of each semester, students who have reached bronze level or higher or who have excellent attendance (95% or higher) may be eligible to attend a rewards excursion.

Students behaving inappropriately may be placed on yellow or red levels. In this case, parents/carers will be notified so that we may work together to help resolve the problem. The onus of responsibility is on students to correct their behaviour. Students placed on a yellow or red level will be closely supervised by the Deputy Principals and are required to complete a program of daily monitoring over a number of weeks.

Level	Points
Gold	50+
Silver	40 – 49
Bronze	30 – 39
+2	20 – 29
+1	10 – 19
0	0 – 9
Yellow	Formal Caution
Red	Return from Suspension

Student Leadership

The Student Representative Council (SRC) is a body within the school which represents students, promotes their views and acts on their behalf in school decision making. SRC members represent the school within the community, aimed at further building and developing their leadership skills.

The SRC is involved in fundraising for various charities and making improvements to the school environment. Sponsorship is also provided for students representing the school at sporting and cultural events. School assemblies are coordinated by the SRC and meetings are held during Peak Learning periods. The SRC functions effectively as a forum for students' opinions and liaison between staff and students.

Leadership skills are enhanced by attendance at the annual Leadership Camp and acting as leaders at the Special Education Camp. SRC members act as rolemodels for the rest of the student body and promote a positive image of our school in the community. They also support a number of student wellbeing and transition events on and off site.

The **Aurora Foundation Program** is an integral component of the school to support selected Aboriginal and or Torres Strait Islander students. Through interconnected pathways, the foundation supports our Aboriginal and Torres Strait Islander Students to reach their academic potential. Students are provided and supported with regular one on one tutoring and resources such as a laptop. They also assist with transitional pathways for Aboriginal and Torres Strait Islander students who wish to further their education through tertiary institutions or who are moving into the workforce.

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.

Georges River College Peakhurst Campus 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/carers 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 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 combination with the Behaviour Management Referral Flowchart (See Appendix 1) 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 utilising the Head Teacher Referral Flowchart. (See Appendix 2)

Corrective responses by teachers may include:

- reminder of expectations
- redirect, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/reflect/complete work/walk and talk with teacher
- conference
- reflection
- communication with parent/carers

REFLECTIVE PRACTICES

ALL STAFF

PROGRAM	DETAILS				AUDIENCE
<p>GUIDELINES FOR REFLECTION</p>	<ul style="list-style-type: none"> To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. Reflections are a planned consequence that involves a single student, or group of students being seated in a designated area, usually outside the staffroom of the teacher who issued the reflection. The purpose is to support the student to reflect on their behaviour, review expectations and coach prosocial skills. The student is asked to reflect on their behaviour. 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. 				<p>Students</p> <p>Parents and carers</p> <p>Staff</p>
<p>STUDENT-DIRECTED TIME-OUT</p>	<p>DETAILS</p> <ul style="list-style-type: none"> Student-directed time-out is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. It is used to support an escalation of behaviour and teach personal management and social capabilities, such as self-regulation. Student-directed time-out enables a student to remove themselves from a situation or environment causing distress. The student should have an approved Time-Out Card to use student-directed time-out. Student-directed time-out is not to be used for: <ul style="list-style-type: none"> Absconding from school grounds. Class avoidance behaviours such as refusing to enter or remain within the classroom or engage in the learning activity. Truancy (including late arrival or early leaver). Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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 	<p>APPLICATION</p> <ul style="list-style-type: none"> Student-directed time-out will be utilised in combination with an approved Time-out Card: <ul style="list-style-type: none"> During timetabled lessons. During school assemblies, presentations or events. 	<p>DURATION AND GUIDELINES</p> <ul style="list-style-type: none"> Student-directed time-out will be used: <ul style="list-style-type: none"> A space outside the classroom or learning space, visible to the teacher or designated member of staff. To a designated staff member, such as another classroom teacher, head teacher or deputy principal. For a duration of either: <ul style="list-style-type: none"> 10 minutes or less; or Until the student has de-escalated and is safe to return to the classroom or learning space. 	<p>APPROVED STAFF</p> <ul style="list-style-type: none"> Classroom teacher Head Teacher Deputy Principal Principal Student nominated support person 	<p>Students</p> <p>Staff</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in SENTRAL in the Wellbeing Module. 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 or student wellbeing team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection
- 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](#).

REVIEWING THE SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

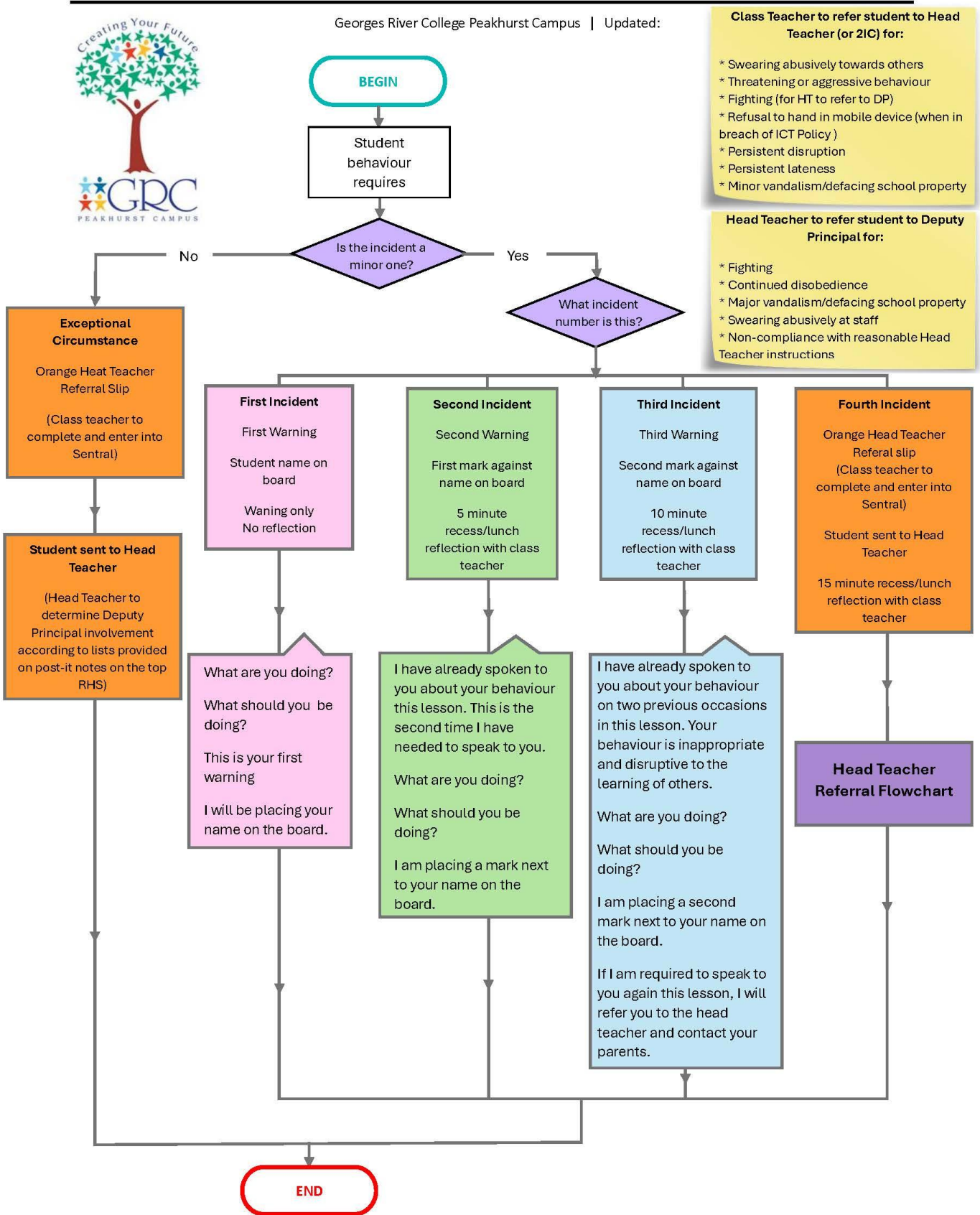
PROGRAM	DETAILS	AUDIENCE
STUDENT CONSULTATION	<ul style="list-style-type: none"> • Students are consulted throughout the survey and student voice process –NSW Public School Students Survey and Student Leadership initiatives. • The Learning Enhancement Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs. 	<p>Students</p> <p>LET</p>
TEACHING AND LEARNING STAFF CONSULTATION	<ul style="list-style-type: none"> • Teachers are consulted by way of survey and teacher voice process – NSW Public School Students Survey consultation and advocacy (faculty, staff and executive meetings, staff surveys). • Senior Executive and Executive Staff, in consultation with classroom teachers are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. The Senior Executive team leads student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs. 	All Staff
COMMUNITY CONSULTATION	<ul style="list-style-type: none"> • The community is consulted through surveys and community voice process - NSW Public School Students Survey and the Georges River College Peakhurst Campus Parents and Citizens Association. The P&C will review the School Behaviour Support and Management Plan. • Senior Executive and Executive Staff in consultation with classroom teachers are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. Senior Executive team leads student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs. 	<p>Parents and Carers</p> <p>All Staff</p>
MID- YEAR REVIEW	<ul style="list-style-type: none"> • The School Executive will undertake a mid-year review of the behaviour support and management plan interventions and strategies. • Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> - Academic, attendance and SENTRAL incident data. - Current school behaviour procedures, systems and practices. - Referrals to executive, the school learning and support team, and Delivery Support teams. - Current department policies and procedures. 	School Executive
YEARLY REVIEW	<ul style="list-style-type: none"> • The School Executive will undertake a yearly review of the behaviour support and management plan interventions and strategies. • Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> - Academic, attendance and SENTRAL incident data. - Current school behaviour procedures, systems and practices. - Referrals to executive, the school learning and support team, and Delivery Support teams. - Current department policies and procedures. • The new plan will take effect in Term 1 of the new school year. 	School Executive

Georges River College Peakhurst Campus is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our **inclusive, engaging and respectful practices** enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the **Department of Education's (DoE) Student Behaviour Policy**.

PLAN DEVELOPED	D Wilson – Principal, GRC Peakhurst Campus S Wilson – Deputy Principal, GRC Peakhurst Campus S Favuzzi – Deputy Principal, GRC Peakhurst Campus A Vials – Acting Deputy Principal, GRC Peakhurst Campus		
PLAN ENDORSED	D Wilson - Principal	Signed:  Date: 19/12/2025	
PLAN APPROVED	B Romeo – R/Director Educational Leadership Georges River Network	Signed:  Date: 5/2/25	
PLAN IMPLEMENTATION DATE	4/02/2026	PLAN REVIEW DATE	30/06/2026

Appendix 1: Behaviour management referral flowchart

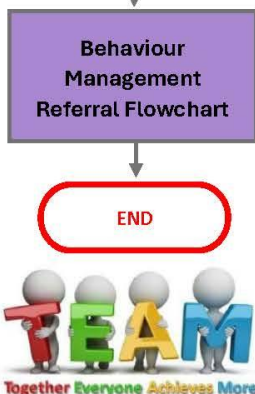
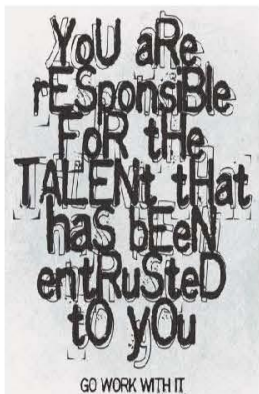
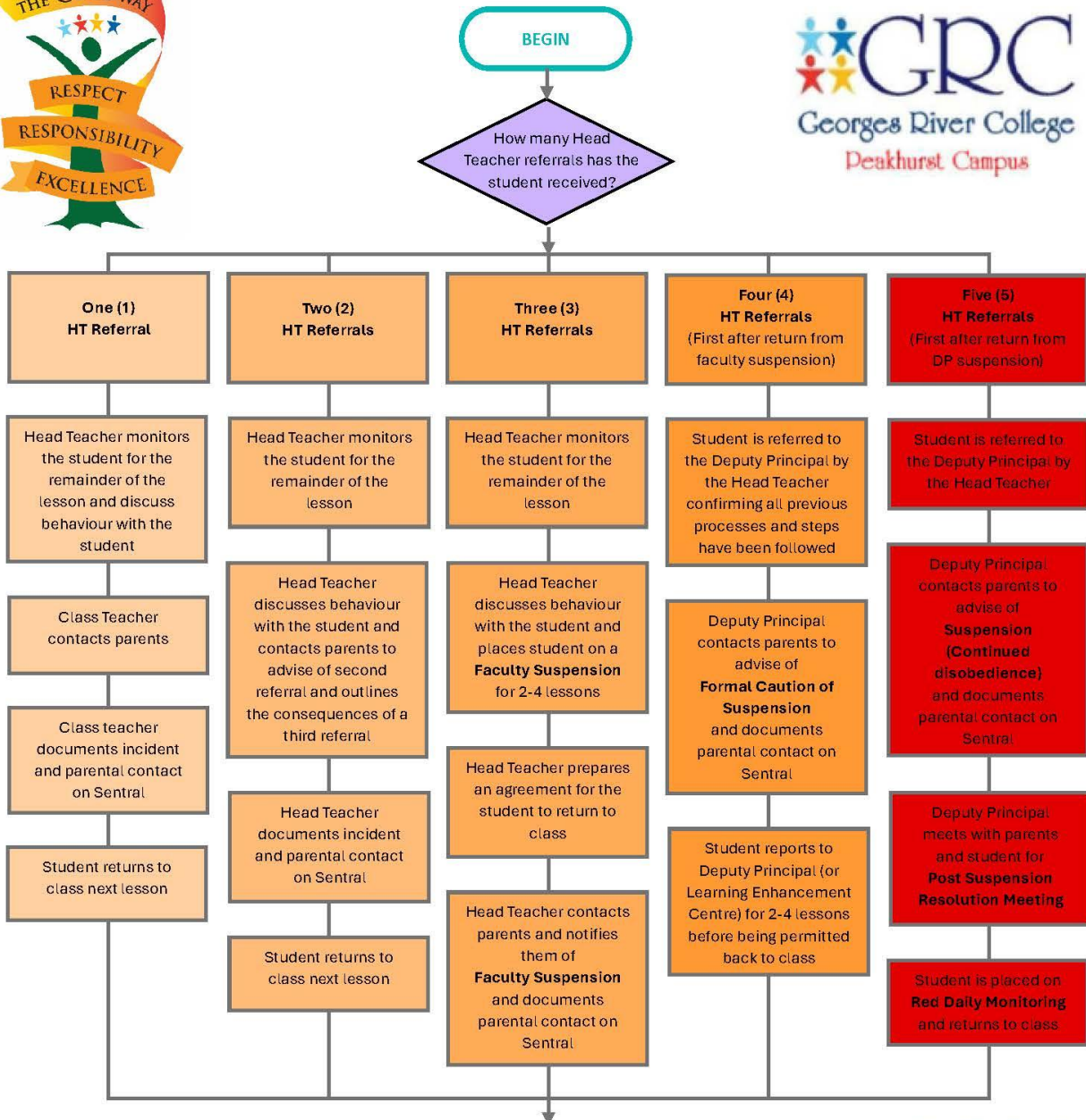
BEHAVIOUR MANAGEMENT REFFERAL FLOWCHART



Appendix 2: Head Teacher referral flowchart

HEAD TEACHER REFFERAL FLOWCHART

Georges River College Peakhurst Campus | Updated:



Appendix 3: Professional Learning

PROFESSIONAL LEARNING		ALL STAFF
PROGRAM	DETAILS	AUDIENCE
SCHOOL-BASED PROFESSIONAL LEARNING	<ul style="list-style-type: none"> • GRC Peakhurst Campus Senior Executive team drives professional learning within the school, such as Aboriginal education, HPGE, formative assessment, literacy and numeracy, positive education, Beginning Teacher mentoring, curriculum planning, explicit teaching, quality teaching and trauma informed practices. • Professional Learning workshops or staff meetings are used to deliver modules and/or strategies that equip staff with an array of learning, behaviour management or wellbeing tools. 	All Staff
EXTERNAL PROFESSIONAL LEARNING	<ul style="list-style-type: none"> • Teaching and learning staff are provided with opportunities to seek external professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions, such as Classroom Management Fundamentals, Trauma Informed Practices, CESE What Works Best Strategies, Behaviour Assessments, NCCD, differentiation and adjustments, and formative assessment. 	All Staff
DoE ONLINE PROFESSIONAL LEARNING	<ul style="list-style-type: none"> • Teaching and learning staff are provided with opportunities to seek online professional learning via the DoE My PL suite of services to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions. This training is then disseminated during faculty, staff, teams and executive meeting agenda items and whole-staff communication. 	All Staff
SPECIALIST STAFF WITHIN THE SCHOOL	<ul style="list-style-type: none"> • The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as the Anti-Racism Contact Officer (ARCO), Careers Adviser, Head Teacher Administration, Head Teacher Teaching and Learning, Head Teacher Special Education, Head Teacher Wellbeing, Aboriginal Student Coordinator, Learning and Support Teachers and Student Learning Support Officers. • Wellbeing and student support staff, such as School Counsellors, Student Support Officer (SSO) and Youth Workers provide students with Tier II and III interventions, referrals to external agencies and coordinate ‘wrap around a student’ support. 	Identified Staff