

School Behaviour Support and Management Plan Glenroy Public School

Overview

At Glenroy Public School we explicitly teach our students what behaviours are expected at school and ensure that all school systems and staff actions support them to meet these expectations.

Our goal is to create effective environments where positive behaviour is consistently modelled, explicitly taught, and used as a foundation for reflecting on other behaviours. We aim to foster learning environments that actively encourage pro-social behaviour and establish systems that support teaching, learning, and leadership. By teaching and modelling clear behavioural expectations for all students, we ensure that students understand what is required of them. Additionally, we provide a continuum of learning and wellbeing support to address the needs of students who require further assistance, ensuring that all students are supported in their growth and development.

Partnership with parents and carers

When parents enrol their children at Glenroy Public School they enter into a partnership with school staff. This partnership is based on shared responsibility and mutual respect. The partnership must also strive to create in children an understanding of building resilience. We work in partnership with parents/carers in establishing these positive behaviours through informal and formal means such as:

- Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG

School-wide expectations and rules

Respect	Responsibility	Resilience
Speak politely	Be honest	Keep calm
Care for self and others	Own your choices	Know your options
Listen actively	Right place right time	Learn from mistakes
Following instructions	Do your personal best	Never give up
Look after property and our environment	Follow safety rules	Take a chance

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](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- Encouraging appropriate social behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Staff, students K - 6
Prevention	PBL Explicit lessons	Explicitly teach the Positive Behaviour Learning lessons to all students.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention/ Early Intervention	Centrecare	School Wellbeing Practitioners work with Pre, Primary and High School students and their parents and educators in the Murrumbidgee Health Local Area to help guide academic, behavioural and social – emotional growth.	All
Early Intervention	Brave program	Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school.	Individual students K - 6
Early Intervention	School Chaplin/wellbeing officer	Chaplains provide social, emotional and spiritual support – a listening ear and a caring presence for children and young people in crisis, and those who just need a friend. They	All

Care Continuum	Strategy or Program	Details	Audience
		also provide support for staff and parents in school communities.	Selected students
Targeted intervention	Sentral data	Sentral is used to analyse data trends in student behaviours, allowing us to identify areas of concern and explicitly reteach appropriate behaviours as needed.	Students K-6
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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. See Appendix 1.

Glenroy Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct

- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Glenroy Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings (PBL tickets)
- moderate and intermittent – awarded occasionally (Values awards, classroom focus values, rewards days)
- significant and infrequent – semester or annual types of recognition. (Principals award, principal morning tea)

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement 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 and mid-level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive. Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:
- Corrective responses are recorded on Sentral according to the behaviour continuum see appendix 2

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations.	1. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify executive before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer of values tickets in a school-wide continuum	2. Stop the entire class and reteach expected value supporting students in meeting the expected behaviour.	2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or

for acknowledging expected behaviour.		activity, providing reassurance or offering choices. Student attends reflection were an Incident review and planning occurs to determine the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent	3. Use direct responses :1:1 value reminder, re-teach, provide choice. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive/Classroom teacher to record incident on Sentral wellbeing and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Whole school positive behaviour is rewarded via whole school rewards days celebrating our success in meeting expected behaviours.	4. Teacher records on Sentral wellbeing by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at whole school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral Wellbeing. 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 through personalised learning and support plans and responsive behaviour management plans.
 - 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](#).
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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 withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Same day if before recess, or next day at recess break	Assistant Principal	Documented in Sentral Wellbeing
Alternate play plan – withdrawal from free choice play and re-allocation to a designated area for supervised play 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	Next break	Assistant Principal	Documented in Sentral Wellbeing
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ executive staff member	Documented in Sentral Wellbeing

Review dates

Last review date: Friday 6 December, Term 4, 2024

Next review date: Friday 5 December, Term 4, 2025

Appendix 1: Behaviour management flowchart (Alternative example)



Glenroy Public School

Behaviour Support Flowchart



Expectation

At all times staff will use We 'R' values language and implementing proactive positive strategies such as tickets, classroom focus values and award winners.

What does this look like?

- Having a clear understanding of We 'R' Values expectations.
- Using positive language and proactive strategies with all students at all times.
- Being aware of students with support plans and understanding that behaviour is a form of communication.

Minor behaviours	Major behaviours	Immediate response Major behaviours
Classroom teacher/Duty teacher managed	Classroom teacher/Executive Managed	Executive Managed
<ul style="list-style-type: none"> • Use behaviour management strategies including but not limited to: praise, one-to-one support, reset time, value reminder, choice 	<ul style="list-style-type: none"> • Remove students from play/classroom • If compliant comment positively. • If non-compliant seek assistance from executive by calling office to have them removed. 	<ul style="list-style-type: none"> • If immediate response is required: send for support via phone call to office • Assess student safety (remove non-involved students if necessary). • Complete report on Sentral. • Staff involved to debrief within 24 hours.
<ul style="list-style-type: none"> • If behaviour continues whole class reteach of expected behaviour. • If behaviour reoccurs record on Sentral for reflection. • Escalation in behaviour results in behaviour becoming major. 	<ul style="list-style-type: none"> • Classroom/ duty teacher records the incident in Sentral. Must be done by end of the day. Ensure the all executive staff have been notified 	<ul style="list-style-type: none"> • Principal / executive to contact parents / caregivers by letter, phone, or interview. • Possible warning of suspension / exclusion from excursions.
	<ul style="list-style-type: none"> • Student has reflection that day or following day/s as if after recess. • Class teacher rings parent/carer 	<ul style="list-style-type: none"> • Revisit support plans and adjust where needed • Meeting with parents to discuss revisited plan • Repeated behaviours result in referral to LST.
	<ul style="list-style-type: none"> • Revisit support plans and adjust where needed • Meeting with parents to discuss revisited plan • Repeated behaviours result in referral to LST. Follow LST flow chart. • In-school suspension or suspension (at discretion of the Principal) 	<ul style="list-style-type: none"> • Removal from playground (break times) <u>or</u> • Suspension (Principal's discretion). • Debrief with all staff involved.

Appendix 2: Continuum of expected behaviours

We 'R' Values			Positive behaviours	
Respect	Responsibility	Resilience	Teacher Action	Natural reward
We speak politely	We are honest	We keep calm	Values tickets, Verbal praise	Self-belief, reinforces positive behaviours, message home
We look after our property and environment	We follow safety rules	We never give up	Values tickets, Verbal praise	Self-belief, reinforces positive behaviours, message home
We listen actively	We do our personal best	We take a chance	Values tickets, Verbal praise	Self-belief, reinforces positive behaviours, message home
We follow instructions	We are in the right place at the right time	We know our options	Values <u>tickets, Verbal</u> praise	Self-belief, reinforces positive behaviours, message home
We care for ourselves and others	We own our choices	We learn from our mistakes	Values tickets, Verbal praise	Self-belief, reinforces positive behaviours, message home

Expectation	Minor Behaviours	Teacher Action	Natural Consequences Classroom teacher to implement
Right place right time	Absconding from learning area	Sentral report- minor Reteach value	Complete learning missed or an alternative learning activity
Speak politely	Indirect swearing or inappropriate language, teasing	Sentral report- minor Reteach value	Say a positive thing to another person, apologise to people affected
Speak politely	Cyber misconduct	Sentral report- minor Reteach value	Teach cyber safety. Lose laptop privileges.
Right place right time	Lateness (returning to class)	Sentral report- minor Reteach value	Special place in line/ beat the teacher to class
Follow instructions	No compliance with teacher instructions	Sentral report- minor Reteach value	<u>Non verbal</u> communication, alternative activity, this-then chart

Look after our property and environment	Misuse of equipment	Sentral report- minor Reteach value	Move to a new play area. Put away equipment.
Right place right time	Out of bounds	Sentral report- minor Reteach value	Invite them to play a game. Become an out of bounds monitor for the play break.
We care for ourselves and others	Physical contact- non serious	Sentral report- minor Reteach value	Fill someone's bucket. Assist with any first aid, <u>taking</u> to the office for an ice pack.
Follow safety rules	Playing in toilets/ bubblers	Sentral report- minor Reteach value	Clean up the mess
Follow safety rules	Rough games/play	Sentral report- minor Reteach value	Move to another play area. Invite to play a different game.
Looking after our property and environment	Throwing objects	Sentral report- minor Reteach value	Put away equipment/object. Ensure all equipment is packed up at the end of lunch/recess.
We know our options	Un sportsman like <u>behaviour</u>	Sentral report- minor Reteach value	Playing a different game. Teach a game to others. Ref the game.

Value	Major Behaviours	Teacher Actions	Natural Consequence Reflection teacher to implement
Right place right time	Absconding from school grounds	Sentral report, phone call home and reflection reteach	Reteach right place right time and safety importance, direct supervision,
Speak politely	Bullying	Sentral report, phone call home and reflection reteach	Reteach speak politely and challenge them to go out and say 5 nice things to others
Follow safety rules	Criminal <u>behaviour</u> . (Seek exec advise) Property damage, illegal substances,	Sentral report, phone call home and possible suspension, Police report	Exec to advise of appropriate action
Speak politely	Cyber bullying	Sentral report, phone call home and reflection reteach	<u>Reteach</u> speak politely and cyber safety Brainstorm positive communication strategies.
Follow instructions	Repeated and consistent defiance same day	Sentral report, phone call home and reflection reteach	Reteach follow instructions. Apologise to teacher and alternative strategies that could be used. Complete learning

			missed or an alternative learning activity
Speak politely	Direct swearing/ abusive language	Sentral report, phone call home and reflection reteach	Reteach speak politely and challenge them to go out and say 5 nice things to others. Brainstorm alternative ways to let get of frustration. Teacher to check in and discuss if they are being effective.
Own our choices	Disruption to whole class	Sentral report, phone call home and reflection reteach	Reteach follow instructions. Brainstorm alternative strategies
Know your options	Fighting/ physical contact/ assault	Sentral report, phone call home and reflection reteach	Reteach know your options. challenge them to go out and say 3 nice things to others. Assist with any first aid, taking to the office. If after event assist in sickbay.
Care for ourselves and others	Inappropriate sexual behaviour	Sentral report, phone call home and reflection reteach, refer to the traffic lights for advice, refer to LST	Reteach care for ourselves and others. A 1:1 child protection lesson on observed behaviour .
Look after property and environment	Property damage	Sentral report, phone call home and reflection reteach	Reteach look after our property and environment. Assist in fixing or cleaning up. Cleaning up area of school.
We 'R' values	Repeated minor behaviours	Sentral report, phone call home and reflection reteach	Reteach appropriate value. See minor natural consequences.
Be honest	Theft	Sentral report, phone call home and reflection reteach	Reteach be honest. Return stolen items. Apologise to the affected people.
Look after property and environment	Vandalism s	Sentral report, phone call home and reflection reteach	Reteach look after our property and environment. Student to assist with clean up, if already cleaned, clean another area of the school (pick up rubbish, weed garden, empty classroom bins)