

NSW Department of Education



Gwabegar Public School- Behaviour Support Management Plan

Overview

Gwabegar Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students in engaging and effective classrooms, in inclusive and safe environments.

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.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional check-ins based on the Life Skills Go Platform, underpin our daily practice, of emotional check ins for all students. High expectations for and explicit teaching of student behaviour are established and maintained through effective role modelling, and planned responses.

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

- Trauma Informed Practice, Inclusive Practise and
- Life Skills Go strategies for the purpose of improving social, emotional and physical learning for everyone, students, families and staff. [Life Skills GO](#)

Partnership with parents and carers

Gwabegar Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as school surveys throughout the year and consulting with the P & C and local AECG groups.

Gwabegar Public School will communicate these expectations to parents/carers through the school newsletter. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Gwabegar Public School has the following school-wide rules and expectations: that guide our welfare and discipline policy and daily interactions. We always encourage positive behaviours for learning.

To be safe, respectful lifelong learners.

Respectful	Safe	Learner
Respect ourselves and others	Hands and feet to yourself	Ask for help/ help others
Use pleasant language	Be in the right place at the right time	Work together
Care for our property, Belonging to ourselves, school and others	Use equipment correctly Be Healthy and sun smart	Be ready to learn Learn in class-time play in playtime
Wear Full school uniform with pride	Listen and follow teachers instructions	We are wonderful and our school is great!

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 translates into multiple languages and is available here: [Behaviour Code for Students](#).

Behaviour code for parents

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone.

Communication:

- Please make any phone calls to the Principal/School after 7.30am and by 5pm Daily.
- Principal and staff will not tolerate any abusive phone calls/ text messages, and will end the call if a parent or carer is using a raised voice and will ask to resume when both are calm.
- Please respect the staff and volunteers at Gwabegar public School.
- If there has been an incident from school, please phone to make an appointment with the principal.
- All message chats are to be respectful and only communicate school questions and queries.

Whole school approach across the care continuum

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

Acknowledging Achievement:

This is a yearly award system, broken into Termly Awards based on our school expectations. Students work towards gaining term Expectation awards. To gain Gwabegar's Citizenship Award, a student must have obtained all four expectation awards during the year. Each expectation starts at the beginning of each term and resets. Expectation Charts are displayed in the classrooms (either in hard copy or digital form) and are completed by staff and students daily. Discussions are generated each day about meeting our daily expectations in classrooms, learning spaces, the playground and across all school areas. Students work towards termly expectation awards. If a student does not gain an award in a Term, then they can try again and strive for an award in the following term. If a student has received a warning of suspension or suspension, they are ineligible to gain their termly award and the Gwabegar

Citizenship Annual Award. If all four Expectation Awards have been gained in the one school year, then a student will be eligible to gain the Gwabegar Annual Citizenship award for the calendar year.

Term 1 Expectation Award- will be presented by staff to students who have attained 45 days of expected behaviour in Week 10 of Term 1. An invitation slip will be sent home to parents/carers by the classroom teacher inviting them to an assembly. Students will be able to take their Term 1 expectation Award home, and their names will be published in the newsletter.

Term 2 Expectation Award- As Term 1

Term 3 Expectation Award- As Term 1

Term 4 Expectation Award- will be presented by staff to students who have attained 45 days of expected behaviour in Week 10 of Term 4. If a student attends a teacher restorative conference on the verandah. Three or more times in a term, they are ineligible to receive their termly expectation award.

An invitation slip will be sent home to parents/carers by the classroom teacher inviting them to the annual presentation assembly. Students will be able to take their Term 4 expectation Award home and their names will be published in the newsletter.

Gwabegar Citizenship Badges and Certificates- will be presented by the principal to the students who have attained all four term Expectations Awards at a special assembly in Term 4. These students will be eligible to receive the citizenship award for the year. A congratulatory letter will be sent home to the parents/carers. Students who achieve the Gwabegar Citizenship will be invited to attend a special event/activity and have their names published in the school newsletter.

Term's 1, 2, 3 and 4 Expectation Awards equate to 180 days of expected behaviour, which is 45 days per term. With each new term, students start a new Expectation Award Tally. Although each term is a fresh start. Students must attain all four Term Expectation Awards to attain the Gwabegar Annual Citizenship Award within a calendar year (January to December).

Student Leaders

Student leaders have an important role at Gwabegar Public School. It is primarily through the student leaders that all students are represented in the decision-making at our school. School captains will be announced and badged at the annual presentation event in Term 4. All students will work together and voice their opinion to staff about important areas for them. One student from each grade will be able to represent their grade in the school SRC, Captains will lead meetings Termly.

Procedures for elections of School captains and SRC executive:

Term 4 Week 3 or 4- Principal will speak to (Stage 3) students for the following year about the qualities of leaders and the requirements at GPS to be a student leader.

Term 4 Week 4-5- Stage 3 students decide if they would like to participate in the leadership process and nominate themselves. All staff members also suggest possible leaders.

Week 7-Students prepare 2-3 minute speeches for the following whole school or special assembly depending on time constraints. The speeches will be written at school. Students can consult with their parents/carers and bring ideas from home. However, parents/carers cannot write their child's speech. Speeches should address why students want to be a leader, personal qualities, why students and staff should vote for them, responsibilities, values, school expectations etc.

Week 8- Years K,1,2,3,4 and 5 students and staff vote by secret ballot. The principal and executive member counts the votes. The candidates are discussed confidentially with the staff.

Week 10-11- The announcement of the school captains will be made at the annual presentation event in Term 4. Parents of students will badge the incoming school captains and SRC executive at the presentation.

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	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention/ Early intervention	Life Skills Go Program Life Skills GO	The Life Skills Go program emotion and wellbeing data collection tool that measures student readiness to learn , assisting with lessons to explicitly teach strategies to self-regulate emotions	Students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / individual intervention	School learning and support APC&I SLSO	Provides support for students who need personalised learning and support. With Numeracy and Literacy targeted programs	Principal, APC&I individual students K - 6, families
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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.

At Gwabegar Public School bullying behaviours are not tolerated and will be dealt with seriously, including cyberbullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate. Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that cause distress, hurt or undue pressure. Everyone in our community, students, staff and parents, work together to ensure students are safe at school. Our school rules reflect an environment where all persons have the right to be treated with respect and fairness. All incidences of bullying will be recorded by the class teacher using the School Bytes incident referral section of wellbeing. The student then has a conference with the Principal or Executive on the same day.

Staff will:

- Listen to reports of bullying;
- Protect the bullied child; and
- Act on these reports, record the incident and inform the executive/Principal.
- Phone call home on the same day if possible to parents/if investigation is warranted.

The teacher and/or executive member will ensure the bullied student that the incident will be dealt with, the bullies will be individually spoken to.

Consequences:

- Phone call to Parents/ Carers via phone call or meeting, whichever is preferred.
- If the student is found to be bullying again, a warning of suspension letter will be sent home, after contact with the Parents/Carers. An Interview will be required upon re-entry.
- If the student continues to bully others, the student will be suspended from school in line with the Department of Education guidelines 'Suspension and expulsion of school students procedures'. In cases involving physical contact/violence (eg: punching) this will be dealt with accordingly and addressed under the circumstances. Fighting/ punching, kicking another student or teacher will lead to a phone call home. The student will have to go home from school. Students' 2nd incident may lead to automatic suspension.
- This is in line with student behaviour plans and age-appropriate behaviours.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Gwabegar 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 child or young person'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 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 for example: Excursions
- 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.

Excursions:

Work Health and Safety risk assessments may determine a student be at risk when attending an out-of-school event, where the safety to the student, other students and/or teachers is of concern. The student's behaviour may be controlled/supported in the everyday school environment, however it maybe a risk in less controlled, routine altered, or longer school day type of activity. Records of inappropriate/unacceptable behaviour are needed to support such an assessment. If it is determined that a student is an unacceptable risk and will not be participating in an excursion, the parents/carers will be invited to attend a meeting at school with the Principal/ Executive to discuss concerns and attempt to resolve an issue. A follow up letter, outlining the decisions of the meeting, will be sent to the parents/carers.

Preventing and responding to behaviours of concern

Gwabegar 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 students and adults 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, Self awareness and Self Worth.

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
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules. Daily Wellbeing lessons are taught in K-2 and 3-6 classrooms.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/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 activity, providing reassurance or offering choices.

		Incident review and planning is scheduled for a later time determined by the context and nature of the incident.
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3. Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on School Bytes incidents recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (Life skills Go) are taught Daily to students .</p>	<p>4. Teacher records on the School Bytes Incidents section of wellbeing, by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through a phone call home are used to communicate student effort to meet expectations.</p> <p>Or conference at the gate in the afternoon.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to APC&I /Principal may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the School Bytes Incident section of the Wellbeing 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
- 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. These documents will be followed at Gwabegar Public School.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [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. The maximum length of time will be appropriate to the age/developmental level of the student.

Action	When and how long?	Who coordinates?	How are these recorded?
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/ principal	Documented in School Bytes, wellbeing Incidents.

Supporting strategies for Managing unacceptable behaviour

Supporting and enabling positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

Our policy ensures all students:

- Are supported to participate positively and are expected to demonstrate respectful behaviour, contributing to an inclusive and safe school learning environment.
- Students are encouraged to feel connected to use their social and emotional skills to be respectful, resilient and safe learners in line with the [Behaviour Code for Students](#).

In line with effective practice all staff will:

- Receive system support delivered under the Student Behaviour Strategy
- Support and promote positive and respectful student behaviour through evidence informed positive behaviour support approach across the care continuum.
- Safely include students so they can engage positively in learning and have respectful relationships with other students and staff.
- Engage in respectful relationships with students, parents and carers to model inclusivity for students and to reflect appropriate behaviour, mindful of diversity and individual student and family needs.
- Provide quality learning environments that are inclusive, secure and safe, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation.

Review dates

Last review date: [02-12-2024] P&C Meeting consultation.

Next review date: [Term 4 2026] Bi-annually or when needed.