

Grays Point Public School

School Behaviour Support and Management Plan

Overview

At Grays Point Public School we work collaboratively to engage students through differentiated programs and high expectations. We create safe, respectful and inclusive learning environments, working in partnership with the school community so that all students are successful.

Our goal is to implement inclusive and positive student behaviour support and management approaches that are aligned to the care continuum. This establishes support and maintains high expectations for student behaviour, learning and wellbeing. The success in this initiative relies on the involvement of the whole school community.

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

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

- Whole school explicit teaching of expectations - respectful, responsible and resilient
- Open Parachute
- Got It! Getting on Track in Time program

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

Grays Point Public School rejects all forms of bullying behaviours, including cyber-bullying. Our staff are committed to providing a safe, respectful and inclusive learning environment that promotes student wellbeing. We will establish a positive climate where bullying is less likely to occur by developing respectful, responsible and resilient learners

Partnership with parents and carers

Grays Point Public School works in partnership with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- following a review process to revise and develop positive behaviour and processes involving the whole school community

Grays Point Public School communicates these expectations to parents/carers through the school newsletter and school website. 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

Grays Point Public School has the following school-wide expectations and rules:

Respectful	Responsible	Resilient
Accept somebody for who they are.	Do the things that need to be done - take initiative.	Use flexible thinking when faced with a challenge.
Treat others how you want to be treated.	Accept the consequences of your actions.	Solve problems and resolve conflicts calmly and fairly.
Stand up to disrespect - everyone has the right to feel valued and safe	Strive to achieve the highest standard of learning	Keep trying even when it's hard - be determined.

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 [here](#). 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
- explicit teaching strategies incorporating learning goals and success criteria
- 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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Explicit whole school lessons	Teachers implement regular explicit lessons on behaviour to teach our expectations - respectful, responsible and resilient.	K-6 students
Prevention	Open Parachute	Weekly lessons that teach mental health skills. K-6 students participate in the same social and emotional learning theme at the same time.	K-6 students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	K-6 students
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA in August each year)	All
Prevention	Kookie Cards Merit Awards	Fast and frequent cards and whole school award system reinforcing positive student behavior and learning.	All
Prevention	Lunch time groups	Lunch time groups run for all students including singing club, coding club etc	K-6 students
Early Intervention	Got It! program	Got It! is a specialised mental health early intervention program for children in Kindergarten to Year 2 (K-2) aged 5-8 years who display emerging conduct problems such as defiant, aggressive and disruptive behaviours. The targeted clinical program is delivered in the school setting.	K-2 teachers LAST
Prevention/Early Intervention/ Targeted/ Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted/ Individual Intervention	Learning and Support	The Learning and Support Team (LST) works with teachers, students and families to support students who require personalised learning and support.	Principal, school counsellor and LAST
Targeted Intervention	Learning and Support - Student Wellbeing	Students who require personalised social and emotional learning and support in the classroom and playground are referred to the LST by the Classroom teacher. LST will determine if assistance is required from the Assistant Principal Learning and Support. The LST also supports students at risk of not engaging in school.	Classroom teacher, LST Team, AP Learning and Support
Targeted Intervention	Attendance monitoring	The LST team monitors attendance every 5 weeks and provides intervention support to students attending school less than 90% of the time.	LST Team

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual behaviour management and support plan.	Developing, implementing, monitoring and reviewing; behaviour support, behaviour response and risk management plans.	Individual students, teacher, parent/carer, LAST, AP

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

Strategies to promote positive, inclusive and safe behaviours

Grays Point Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Whole school behaviour programs explicitly teach our school behavioural expectations at the beginning of each year. All classes participate in lessons on how to be resilient, responsible and respectful, aligning to the PDHPE syllabus.

Our school recognises and reinforces positive behaviour with positive feedback through Kookie Cards and Merit Awards. Feedback will also be provided to students through the class traffic light system. Green means ready to learn and a higher level can be used for students who are displaying excellent behaviour which can contribute to the classes whole class behaviour management.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or autonomy. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts. All teachers will utilise Kookie Cards in their classrooms as part of their individual behaviour management and on the playground.

All teachers will implement Kookie Cards, the Traffic Lights and Merit Awards in their classrooms however we acknowledge that each teacher's system will be unique to suit the age of their students.

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.

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 2.

Grays Point Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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.

These behaviours will be immediately reported to the relevant assistant principal and appropriate action will be taken as listed in Appendix 1.

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

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. See Appendix 1.

- 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 executives.
- Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● class Traffic Light System ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/complete work - max 10mins ● conference ● reflection and restorative practices ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher - max 10mins ● reflection and restorative practices ● communication with parent/carer.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice.</p>	<p>2. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>3. Contact office to seek help from the executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>1. Verbal and non-verbal specific positive feedback is paired with a Kookie Card and/or Merit Award for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>3. 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 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>
<p>1. Students are acknowledged for meeting school-wide expectations and rules using tangible reinforcers:</p> <ul style="list-style-type: none"> • Fast and Frequent - Kookie Cards • Intermittent and infrequent - Merit Award system linked to school behaviour expectations, recorded on School Bytes and notification sent home to parents via School Bytes. 	<p>2. 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 low-level consequence is applied. In the classroom following the Traffic Light System - removal from activity, send to buddy class if behaviour continues.(See Appendix 3). On the playground - miss out on play, walk with teacher, loss of privilege (no handball, off equipment).</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p> <p>See Behaviour Management Flowchart below - Appendix 1</p>
<p>1. Social emotional learning lessons are taught (Open Parachute/whole school explicit behaviour lessons) weekly.</p>	<p>2. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated, following the behaviour flowchart. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.</p>	<p>3. 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.</p>
<p>Teacher/Parent Contact</p>	<p>Teacher/Parent Contact</p>	<p>Teacher/Parent Contact</p>
<p>1. Merit awards for positive individual and class behaviour are given at school assemblies twice a term. Parents notified via email to</p>	<p>2. Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and</p>	<p>3. Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor,</p>

communicate student effort to meet expectations.	referral to Learning Support Team may be discussed.	outside agencies or Team Around a School.
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Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include (see Appendix 1 and 2):

- 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.

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.

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](#).

Reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break Max. 10-15 mins depending on age	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom 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 – individual or group (detention)	Next break Students will be allowed to eat their recess or lunch and toilet breaks when required.	Assistant Principal	Documented in School Bytes
Restorative practice – <u>circles</u> in groups	Scheduled for either lunch or recess break Students will be allowed to eat their recess or lunch and toilet breaks when required.	Assistant Principal	Documented in School Bytes

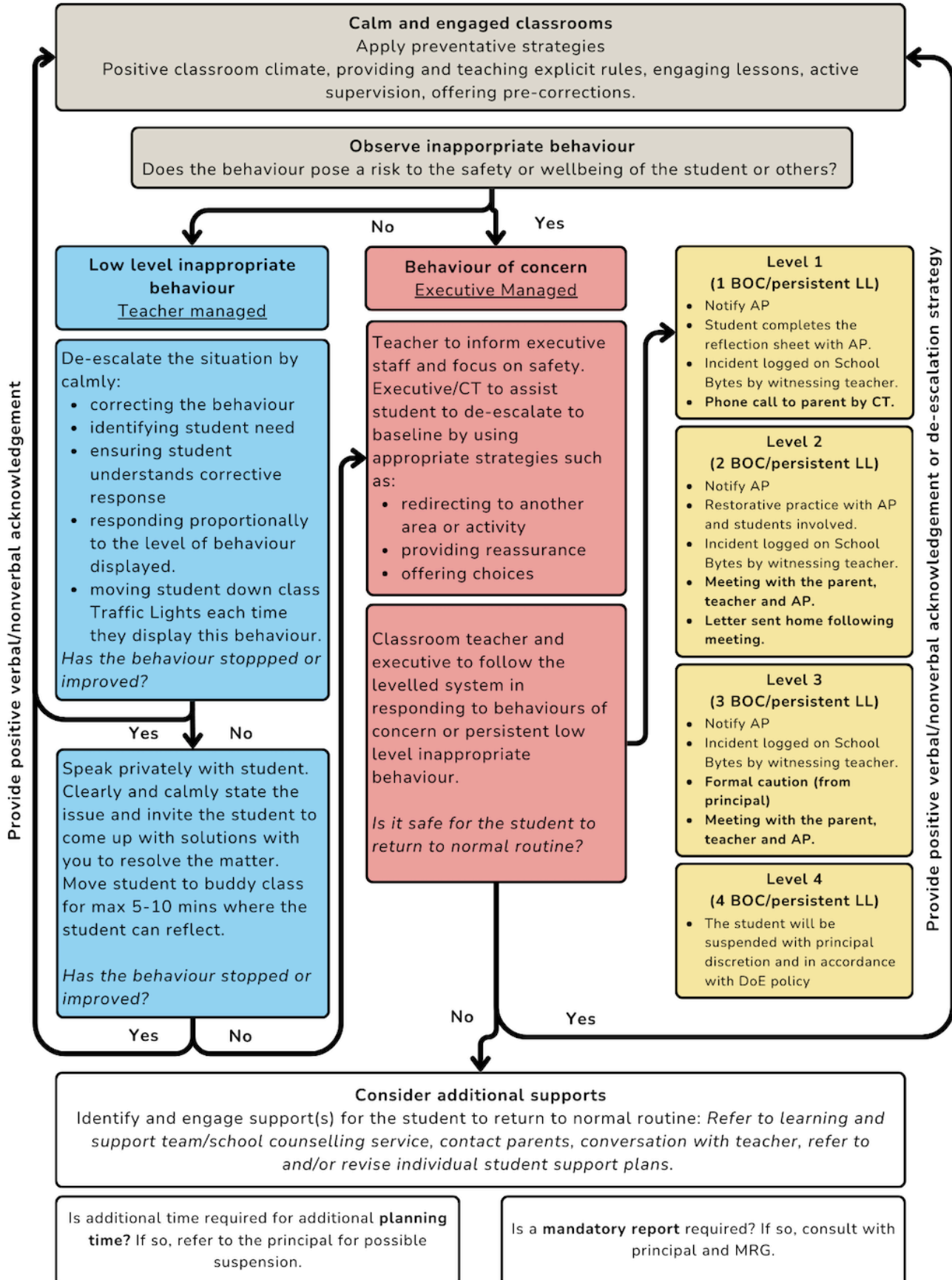
Review dates

Last review date: December 16th: Week 9, Term 4, 2025

Next review date: October 13th: Day 1, Term 4, 2025

Appendix 1: Behaviour management flowchart

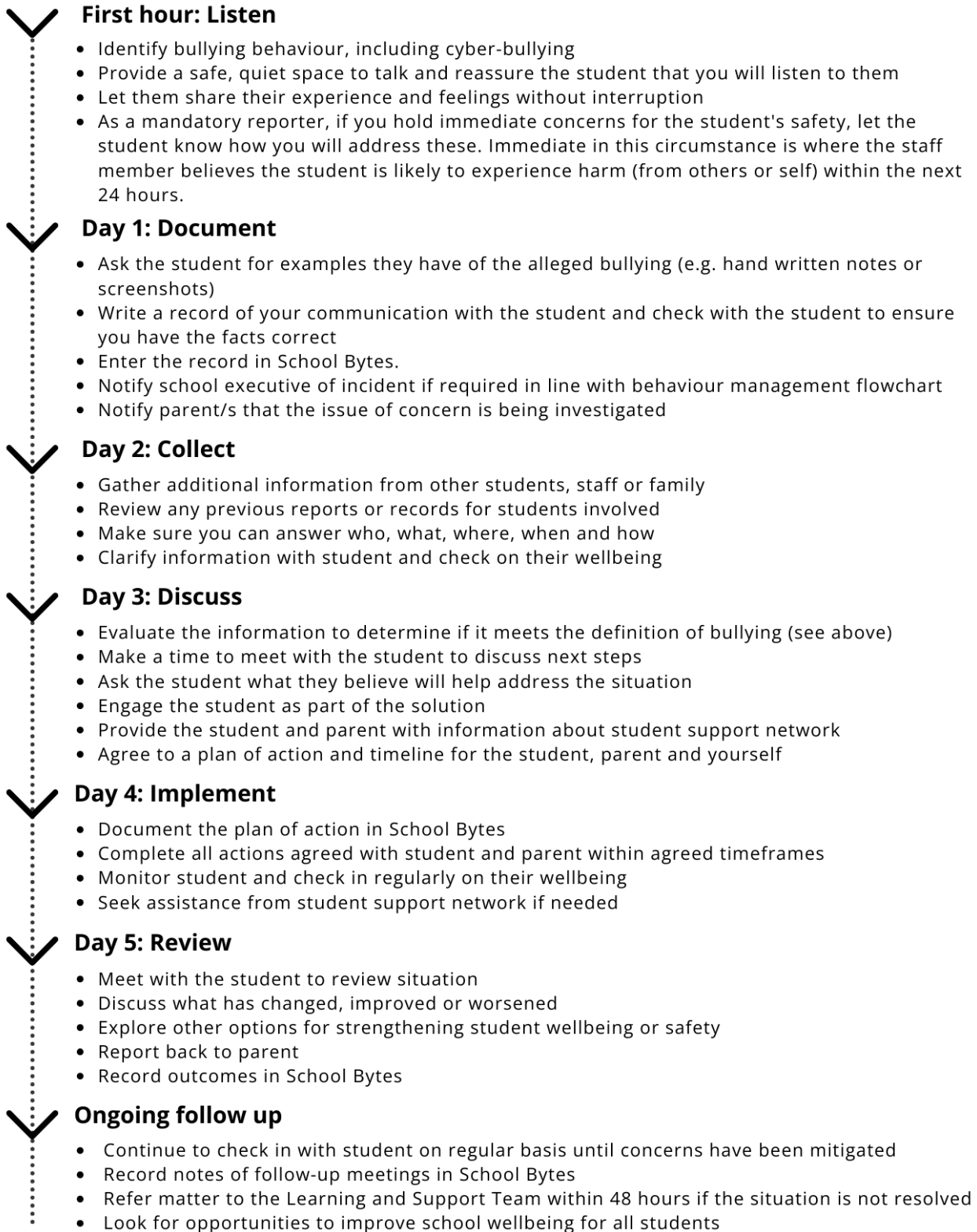
Grays Point Public School Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart

Grays Point Public School Bullying Response Flowchart

The following flowchart explains the actions Grays Point Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

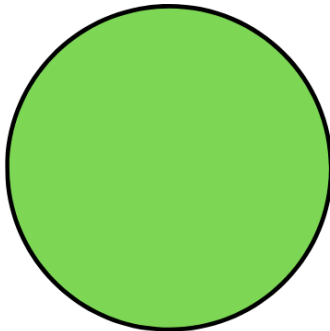


Appendix 3: Traffic Light System

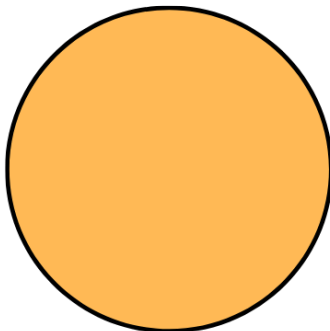
Grays Point Public School
Class Traffic Light System



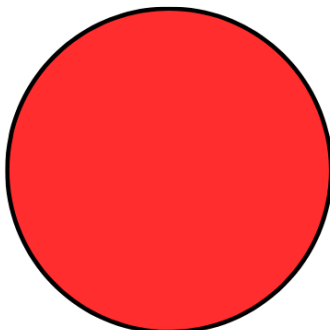
I am respectful, responsible and resilient and I have been consistently showing these behaviours today.



I am ready to learn.



I have displayed some inappropriate behaviour. How can I correct this by displaying positive behaviour to return to green?



I have continued to display inappropriate behaviour. It's time to think about how I can improve my behaviour during reflection time in my buddy class.

Every session is a fresh start