

Greta Public School - School Behaviour Support and Management Plan



Overview

Greta Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. 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 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:

- **Positive Behaviour for Learning (PBL)** - An evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.
- **Grow Your Mind** - An award winning positive mental health program with a primary goal to enhance resilience and wellbeing. The program is adopted as a whole school approach and explicitly teaches strategies to build resilience by combining the foundations of neuroscience with key research informed strategies.

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

Greta Public School rejects all forms of bullying behaviours, including online (or cyber) bullying 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 where bullying is less likely to occur.

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.

Partnership with parents and carers

Greta Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting feedback from parents, carers, and students through both formal and informal means, such as the *Tell Them From Me* survey, internal school surveys, parent/carer discussions and meetings, as well as regular conversations with students
- consultation with the school's Parents & Citizens Association (P & C) and the Maitland Local Aboriginal Education Consultative Group (MLAECG)
- using concerns raised through complaints procedures to review school systems, data and practices.

Greta Public School will communicate these expectations to parents/carers through the school website, the school newsletter, the *Central for Parents* portal and via email where necessary.

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

PBL Expectations

At Greta Public School, all students show **respect, responsibility** and **personal best** to everyone, everywhere and every time.

Respect	Responsibility	Personal Best
Cooperate	Ready to learn	Focus on tasks
Value people & property	Own our actions	Have a go
Show courtesy & manners	Care for self and others	Aim high

The above expectations guide our students' behaviour across all settings at Greta Public School.

The below rules, outlined on the Department of Education website, align with our PBL expectations, providing clear, consistent guidelines to support a positive school environment.

School Rules

All NSW Public School students are expected, to the best of their ability, to:

- Show respect to 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
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- Resolve conflict respectfully, calmly and fairly
- Meet the school's agreed uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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
- 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	PBL is a whole-school framework that promotes positive behaviour through clear expectations and supports, enhancing student learning and wellbeing.	All staff & students
Prevention	Grow Your Mind	This program teaches students strategies for emotional regulation and resilience, helping them develop a positive mindset and cope with challenges effectively.	All staff & students
Prevention	Student Parliament	Our Student Parliament provides students with a voice in school decision-making, encouraging leadership and advocacy on issues that matter to them, while promoting a positive school culture.	Stage 3 students and representatives from K-4
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All staff & students
Prevention	Backflips Against Bullying	This is an engaging program that students participate in at the beginning of each year. It empowers students to stand up against bullying through teamwork and positive messaging, fostering a supportive school environment.	All staff & students
Prevention	Bullying No Way: National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All staff & students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Harmony Week	Our school celebrates Harmony Week each March, promoting inclusiveness and respect for all backgrounds through activities that highlight cultural diversity.	All staff & students
Prevention	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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.	Stage 3 staff & students – odd years
Early intervention	Social Skills	Our Social Skills program helps students develop essential interpersonal skills through structured activities, promoting positive interactions and effective communication with peers.	Identified students in K-6
Early intervention	R.E.A.C.H	Our R.E.A.C.H program supports students who have engaged in serious behaviours of concern. It guides them through reflection, evaluation, action and change, fostering the development of positive habits.	Identified students in K-6
Targeted intervention	Learning & Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All staff & students as necessary
Targeted intervention	Attendance Team	Attendance Team identifies students who require support to improve their attendance and will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	GPS Attendance Team and identified students in K-6
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Identified students in K-6, parents/carers, LaST, executive staff, school counsellor

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

Promoting positive, inclusive and safe behaviours.

Greta Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) and Grow Your Mind consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

At Greta Public School, we believe in fostering a positive school culture where students are motivated to achieve their best. We acknowledge that not all students are encouraged by the same things or in the same ways. Younger students may be more motivated by adult attention, while older students are typically driven by peer attention, activities, privileges, or freedom.

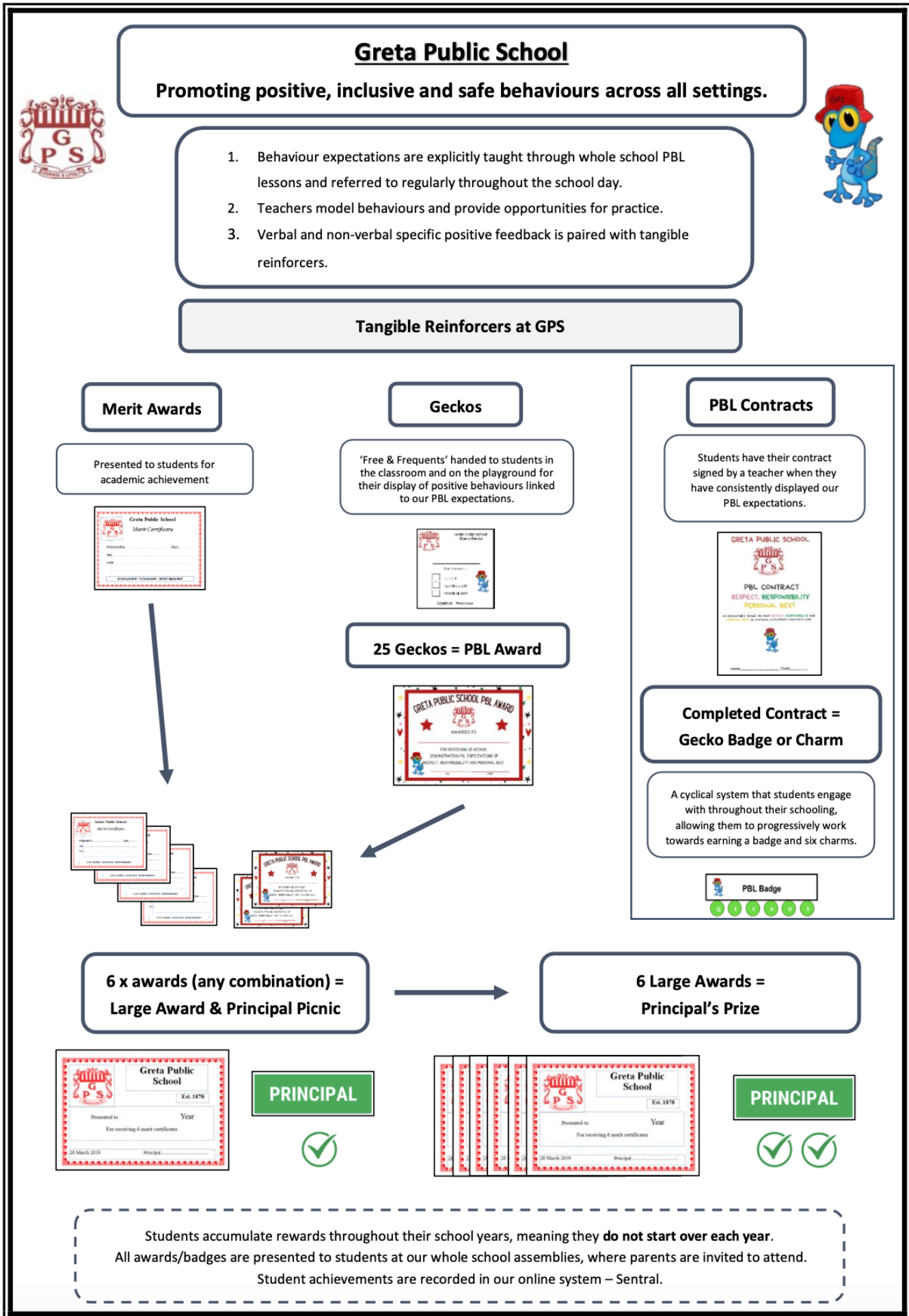
While individual classrooms may implement their own unique recognition methods tailored to their specific environments, our overarching school system provides tangible reinforcers that encourage all students to engage in positive behaviour and strive for excellence. As students accumulate rewards, they will progress through various levels of recognition, unlocking new opportunities and incentives that celebrate their accomplishments. This unified approach not only reinforces our values but also builds a sense of community among students as they work together towards common goals.

The use of verbal and non-verbal specific positive feedback is paired with the tangible reinforcers. Verbal and non-verbal feedback is the most powerful way to:

- help 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.

We are excited to partner with parents in this journey, as we collectively support our students in developing lifelong positive habits.

Our whole school reward system is outlined in the flowchart on the next page.



Identifying behaviours 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.

Greta 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.

Preventing and responding to behaviours of concern

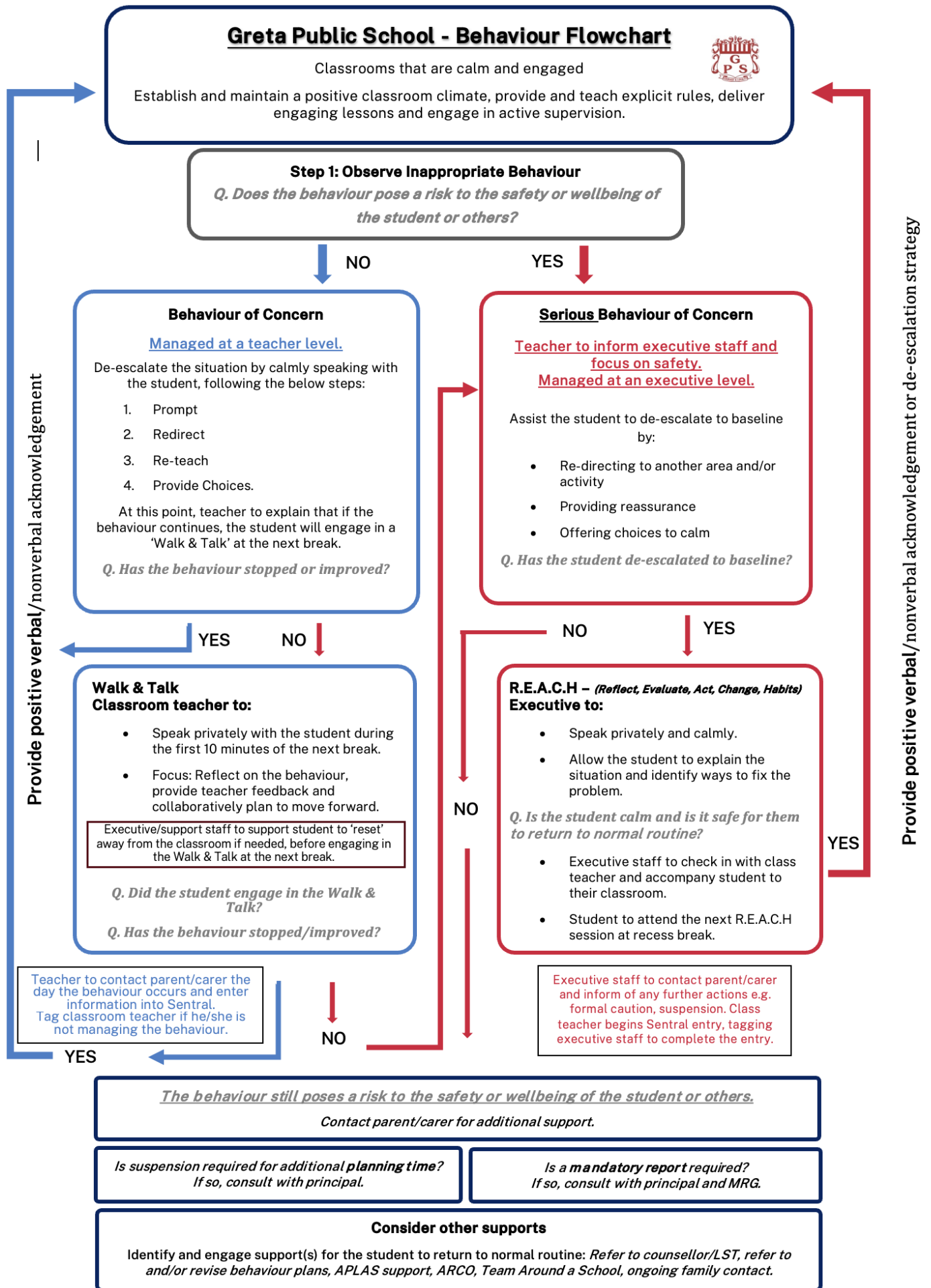
Responses to all behaviours of concern apply to student behaviour that occurs:

- 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.
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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 inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive staff.

[Our GPS Behaviour Flowchart and GPS Bullying Response Flowchart](#) can be found on page 8 and 9.



Greta Public School's Bullying Response Flowchart

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



Responses to serious behaviours of concern

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- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral.

These may include:

- review and document incident
- determine appropriate response/s - Will a formal caution to suspend, suspension or expulsion be issued?
- determine and implement 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
- Identify and engage support(s) for the student to return to normal routine
- reflection and restorative practices
- liaise with [Team Around a School](#) and Assistant Principal Learning & Support (APLaS) for additional support or advice
- communication and collaboration with parents/carers (phone, email, Sentral parent portal, meeting)

Secure Lockouts due to serious behaviours of concern

In the event of an immediate or imminent threat due to serious behaviours of concern, a ***secure lockout*** is implemented to ensure the safety and wellbeing of students and staff. During a secure lockout, classrooms can continue their normal routines while external access is restricted, allowing students and staff to remain engaged in their activities.

The principal or delegate is responsible for initiating the secure lockout response, which may be upgraded to a lockdown if necessary. Actions during a secure lockout include directing staff to assist those outside in entering the building, securing internal doors and windows, and ensuring that all students, staff, and visitors are accounted for. If safe to do so, executive staff may remain outside with the student engaging in the serious behaviour of concern to support their safety and wellbeing. Communication devices should be accessible, and the principal or delegate will coordinate any necessary reports of the emergency to the Incident Report and Support Hotline. Families will be notified about the situation when necessary.

A secure lockout remains in effect until the principal or delegate determines it is safe to resume normal operations. This approach aligns with the NSW Department of Education's commitment to maintaining a safe learning environment while adhering to Workplace Health and Safety (WHS) policies and procedures.

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?
<p>R.E.A.C.H Room – Structured debriefing and planning after a crisis event/behaviour of concern with an individual student.</p> <p>Reflect, Evaluate, Act, Change & Habits Emphasising the development of positive habits as a result of the reflection and evaluation process.</p>	Next day at recess break	Assistant Principal	Online via <i>Sentral</i> platform
<p>Alternate play arrangement – 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.</p> <p>An alternate play arrangement may also be used to support a students' wellbeing for a variety of reasons.</p>	Relevant break	Assistant Principal	Online via <i>Sentral</i> platform
<p>Suspension Resolution Meetings – A suspension resolution meeting occurs after a suspension and must take place before a student can return to school. This meeting provides a platform for students, parents and staff to collaboratively discuss circumstances, plan for future positive behaviour and work together towards a constructive path forward.</p>	30 minutes – At an agreed upon time with family and school.	Principal or delegate	Online via <i>Sentral</i> platform

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. Student engagement in either R.E.A.C.H or an alternate play arrangement will always be communicated to parents/carers.

Review dates

Consultation with all school staff: 31/1/25, Day 1 Term 1

Consultation with P&C: 17/2/25, Week 3 Term 1

Shared with GPS community: 20/2/25 @ Parent Information Session

Shared with GPS community: Week 4 Term 1 via *Sentral* notice, school newsletter & website – All Families

Last review date: 28/2/25, Week 4 Term 1, 2025

Next review date: 28/4/25, Day 1 Term 2

