

# Glenhaven Public School Behaviour Support and Management Plan



## Overview

Glenhaven Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Glenhaven Public School endeavours to promote, for all students and staff, a healthy, safe, ordered, supportive, secure and caring environment, which is conducive to teaching and learning. We aim to help students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community. Schools need to establish clear guidelines and expectations in regard to the rights and responsibilities and behaviors which are known and understood by all community members. At Glenhaven Public School we believe that our school is a place where each student can learn and grow in confidence.

Student welfare encompasses everything that the school community does to meet the personal and social needs of the students and to enhance their wellbeing. It involves recognising, valuing and developing each student as a total and unique person in the context of society. Student wellbeing is enhanced when all members of the school community participate in the learning programs and life of the school.

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.

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 staff and school community are:

### **Positive Behaviour for Learning**

#### **You Can Do It!**

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

Glenhaven Public School rejects all forms of bullying, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes students' 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

Glenhaven Public School will partner 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 and C
- Using concerns raised through complaints procedures to review school systems, data and practices.

### School-wide expectations and rules

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

#### **To be respectful, responsible and to give their personal best**

<b>Respect</b>	<b>Responsibility</b>	<b>Personal Best</b>
Embrace Differences	Take ownership of your actions and choices	Be resilient
Show pride in yourself and the school environment	Be punctual and be prepared	Take initiative
Communicate and cooperate with courtesy	Be in the right place at the right time	Aim high, take risks and embrace challenges
Actively listen and follow instructions	Care for personal belongings and the school environment	Reflect and learn from your mistakes

### 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, 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
- Differentiated learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	PBL	Positive Behaviour for Learning (PBL)  Develops participants, whole school and community understanding of the positive behaviour for learning framework systems and practices, educational concepts and outlines the benefits of positive, proactive instructional approach to behaviour support.	All
<b>Prevention</b>	We Can Do It	Wellbeing program: Social emotional learning program that teaches attitudes, values, relationships and wellbeing	K-6
<b>Prevention</b>	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Students K-6
<b>Prevention</b>	Anti-Bullying	Anti-bullying education included in PDHPE  Anti-bullying plans and Police Youth Liaison Officer-Cyber Bullying talks to Stages 2 and 3 and assistance when required	Students
<b>Early intervention</b>		Small group intervention to support and increase 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

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted/Individual intervention</b>	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support	All
<b>Targeted/Individual intervention</b>	Attendance support	The executive and LST work together for students who require assistance in maintaining satisfactory attendance. Communication is shared with teachers, parents and HSLO	Individual students and staff
<b>Individual intervention</b>	Integrated funding support	Funding helps to provide adjustments (SLSO support) for students with identified disability in mainstream classes who have moderate to high learning and support needs-as defined by the Department's disability criteria.	Staff and students
<b>Individual intervention</b>	School counselling service	Supports students by providing a psychological counselling service when identified by Learning and Support team processes and intervention services.	
<b>Individual intervention</b>	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans	

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

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 involve behaviour that can cause harm.

Glenhaven 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 behaviour, interactions, verbal communication or work produced
- A person disclosing information that is not previously known, either because it is new information or because it has been kept secret
- Concerns raised by a parent, community member or agency

**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 students or others.

- Teacher managed-low level inappropriate behaviour is managed by teachers in the classroom and playground
- Executive managed behaviour of concern is managed by the school executive
- Corrective responses are recorded on School Bytes-wellbeing

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Re-direct</li> <li>• Offer choice</li> <li>• Error correction</li> <li>• Prompts</li> <li>• Re-teach</li> <li>• Seat change</li> <li>• Stay in at break to complete work or discuss</li> <li>• Conference</li> <li>• Detention, reflection</li> <li>• Communication with carer/parent</li> </ul>	<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Re-direct</li> <li>• Offer choice</li> <li>• Error correction</li> <li>• Prompts</li> <li>• Re-teach</li> <li>• Play or playground re-direction</li> <li>• Walk with teacher</li> <li>• Detention, reflection</li> <li>• Communication with parent/caregiver</li> </ul>

Glenhaven Public School staff model, explicitly teach, recognise and reinforce positive behaviour and behavioural expectations. Positive Behaviour for Learning consists of evidence-based strategies in addition to specific skills taught to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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 motivated by peer attention, activities, privileges or freedom. 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.

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

<p><b>Prevention</b></p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p><b>Early Intervention</b></p> <p>Responses to minor inappropriate behaviour</p>	<p><b>Targeted/Individualised</b></p> <p>Responses to behaviours of concern</p>
<p>Behaviour expectations are taught regularly and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school wide expectations and rules</p>	<p>Refer to school-wide expectations and/or supports so that the child can self-regulate</p>	<p>Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive as soon as possible. Follow specific guidelines for students on individual behaviour plans. Staff member record incident on yellow/red card which is then recorded on School Bytes. Parents contacted depending on the severity of incident.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour</p>	<p>Use direct responses including proximity, signals, non-verbal cues, ignore, attend, praise, re-direct with specific corrective feedback</p>	<p>Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: re-directing 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>Tangible reinforcers include those that are: free and frequent, moderate and intermittent, significant and infrequent Intermittent and infrequent reinforcers are recorded in</p>	<p>Use direct responses e.g: rule reminder, re-teach, provide choice, scripted intervention, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation</p>	<p>Executive collects information and reviews the incident from multiple perspectives to determine next steps Executive to record incident on Wellbeing School Bytes and contact parent/caregiver.</p>

School Bytes in Wellbeing system	before low-level consequence is applied	Executive/principal may consider further action: formal caution or suspension
<b>Teacher/Parent Contact</b>		
Teacher contact through the parent portal or phone call home are used to communicate student effort to meet expectations. Recognition awards for positive behaviour are given through PBL system with accumulative awards being presented 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/caregiver contact is made by school executive to discuss any support and behaviour responses, including referral to LST, school counsellor, outside agencies or Team Around a School.

## Responses to serious behaviours of concern

Responses for serious behaviour of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- review and document incident
  - determine appropriate responses, including supports for staff and other students impacted
  - refer/monitor the student through the school learning and support team
  - develop or review individual student support planning, including teaching positive behaviour and making learning and environmental adjustments
  - reflection and detention
  - liaise with Team Around A School for additional support and /or advice
  - communication and collaboration with parents/caregivers (phone, email, 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.

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 where possible, including cyber bullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

## 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](#).

## Detention, reflection and restorative practices

Toilet and food break 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.

This Behaviour Support and Management Plan is developed in partnership with the school's [Discipline and Well-Being Policy](#) which can also be found on the Glenhaven Public School Website.

Please refer to this for a more detailed explanation of procedures and structures that are in place.

## Review dates

Last review date: Feb 6<sup>th</sup> Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026



## Appendix 1: Behaviour management flowchart

