

## Glossodia Public School Behaviour Support and Management Plan

### Overview

At Glossodia Public School, our vision is to create a safe, inclusive, and supportive learning environment where every student feels valued and empowered to reach their full potential. This vision underpins our School Behaviour Support and Management Plan (SBSMP), ensuring that all students are supported through a strategic, whole-school approach that fosters positive, respectful, and responsible behaviour. Our SBSMP is aligned with the Department of Education’s endorsed evidence-based approaches, including **Positive Behaviour for Learning (PBL)**, trauma-informed practices, and the principles of inclusive practice.

We are committed to building strong, collaborative partnerships with families to support positive student behaviour. Guided by our School Behaviour Support and Management Plan (SBSMP), we engage families in the behaviour support process through regular communication, including meetings, phone calls, and written updates, to share progress and address concerns. We work closely with parents and carers to develop and implement Individual Behaviour Plans (IBPs) where needed, ensuring strategies are consistent between school and home. Families are encouraged to participate in school-based initiatives such as Positive Behaviour for Learning (PBL) celebrations and workshops, fostering a shared understanding of behavioural expectations and support practices. This collaborative approach reinforces our vision of a safe, inclusive, and supportive learning environment for all students

### School-wide expectations and rules

Expectation – Students will be Respectful	Expectations – Students will be Safe	Expectation – Students will be Engaged
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 and be safe and help others to make safe choices that do not hurt themselves or others.	Arrive at school and class on time.
Respect the learning needs of other students, and treat others with dignity	Not bully, harass, intimidate, or discriminate against anyone in our school	Be prepared for every lesson.
Act and work cooperatively with other students, teachers, and school staff and communicate and behave courteously.	Be aware of and take responsibility for how their behaviour and actions impact others, and resolve conflict respectfully, calmly and fairly	Actively participate in learning.
Dress appropriately by wearing the agreed school uniform or dress code.	This includes at school, on the way to and from school, on school activities that are off-site, outside school hours and off school premises where there is a connection between the school and students’ conduct, when using social media, mobile devices and/or other technology involving another student or staff member,	Aspire and strive to achieve the highest standards of learning.

# 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

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	Positive Behaviour for Learning (PBL)	A whole-school framework that explicitly teaches, models, and reinforces positive behaviour expectations. PBL matrices are displayed throughout the school, and behaviour lessons are regularly delivered to all students during class time and assemblies.	Students Staff Parents
	Social-Emotional Learning	Programs like Strong Minds and <i>Life Skills Go</i> build emotional intelligence, empathy, and conflict resolution skills to foster respectful relationships and safe behaviour.	Students Staff
	Cyber Safety Education	Regular lessons and workshops about digital citizenship, respectful online communication, and cyberbullying prevention using resources such as the <i>eSafety Toolkit for Schools</i> .	Students Staff Parents
	Aboriginal Cultural Inclusion	Embedding Aboriginal perspectives in teaching programs and celebrating cultural events such as NAIDOC Week to promote respect and inclusion among students.	Staff
	Restorative Practices	Proactively teaching conflict resolution strategies through restorative conversations and role-playing scenarios to equip students with the skills to handle disagreements respectfully.	Students Staff Parents
<b>Early intervention</b>	Buddy Programs	Older students mentor younger students during breaks, modelling appropriate behaviours and fostering a supportive school environment.	Year 6 Students Classroom teachers Assistant Principals
	Check & Check-Out	Targeted support for students showing early signs of behavioural or emotional challenges, involving daily check-ins with a teacher or mentor to set and review goals.	Targeted students LST LaST Assistant Principals Principal School Counsellor
	Wellbeing Checkpoints	Regular student wellbeing surveys and informal teacher-student check-ins to identify early signs of disengagement or distress, allowing for timely intervention.	All classroom teachers Assistant principals Principal LaST
	Playground Supervision	Playground areas are supervised to reduce conflict and ensure all students are engaged in positive interactions.	All teachers & SLSO's
	<b>Targeted intervention</b>	Individual Behaviour Plans (IBPs)	Plans developed for students with specific behavioural needs, including strategies to address triggers, set goals, and provide support.
School Learning Support Officers (SLSOs)		SLSOs work directly with students requiring additional academic or behavioural support, providing targeted assistance during lessons and breaks.	APC&I Classroom teachers LaST SLSO's

Care Continuum	Strategy or Program	Details	Audience
	Small Group Programs	Targeted programs for groups of students needing additional support in developing social and emotional skills, such as managing emotions and building resilience.	APC&I Classroom teachers LaST SLSO's
	Anti-Bullying Interventions	Small group or one-on-one sessions to address instances of bullying or cyberbullying, providing skills and strategies to both the victim and the perpetrator to resolve the issue and prevent recurrence	Classroom teachers Assistant Principals Principal Parents Students
<b>Individual intervention</b>	Trauma-Informed Practices	Tailored approaches for students affected by trauma, including creating predictable routines, offering safe spaces, and fostering trusting relationships with key staff.	All staff
	Flexible Learning Programs	Individualised timetables or adjustments to learning environments to meet the unique needs of students requiring intensive behavioural support.	APC&I Classroom teachers LaST SLSO's
	Intensive Restorative Conferences	One-on-one restorative conversations involving students, parents, and staff to repair relationships and address significant behavioural concerns.	Students Staff Parents
	Specialist Support Services	Collaboration with external professionals such as school counsellors, psychologists, or AECG representatives to address complex behavioural and emotional needs.	external professionals AECG Parents/Carers

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

At Glossodia Public School, our planned responses to student behaviour focus on fostering positive behaviours, addressing inappropriate actions, and supporting students to grow academically and socially. Positive behaviours are identified through observation, feedback, and monitoring aligned with the Positive Behaviour for Learning (PBL) framework. Students demonstrating these behaviours are acknowledged through explicit verbal praise, the awarding of PBL tokens, certificates, or recognition at assemblies. Class-based rewards, leadership opportunities, and regular communication with parents, such as notes, emails, or phone calls, celebrate and reinforce these actions. This proactive approach builds a positive school culture and motivates students to maintain high standards of behaviour.

When addressing inappropriate behaviour or behaviours of concern, teachers use strategies such as restorative conversations, logical consequences, and the development of Individual Behaviour Plans (IBPs) when necessary. Bullying, including cyberbullying, is identified using tools such as anonymous surveys, peer reports, and incident logs. Responses include immediate investigation, restorative practices, and targeted interventions like social skills workshops and counselling. Parent communication plays a vital role in ensuring a collaborative approach to managing behaviour. Regular follow-ups and monitoring ensure the effectiveness of these strategies and foster a safe and inclusive learning environment.

# Responses to serious behaviours of concern

## Glossodia Public School Process for Responding to Serious Behaviours of Concern

1. **Identification and Reporting**
    - Serious behaviours are identified through teacher observation, peer or staff reports, incident logs, or student self-reports.
    - The incident is documented using a formal behaviour incident report.
  2. **Immediate Response**
    - Ensure the safety of all involved parties.
    - Remove the student from the environment, if necessary, to de-escalate the situation.
    - Provide immediate support for affected students or staff, including access to first aid or emotional support if required.
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  3. **Investigation**
    - A designated staff member (Assistant Principal of Stage) conducts a thorough investigation by gathering accounts from all parties involved.
    - Use restorative questioning techniques to understand the root cause of the behaviour.
  4. **Communication with Families**
    - Parents or carers of all parties involved are informed promptly.
    - Scheduled meetings are held with the student's family to discuss the behaviour, its impact, and next steps.
  5. **Individualised Support**
    - Develop or update an Individual Behaviour Plan (IBP) tailored to the student's needs.
    - Engage additional support personnel, such as a school counsellor, external agencies, or the Department of Education's Behaviour Services team, where required.
  6. **Consequences and Restorative Practices**
    - Logical consequences are applied in line with the Behaviour Code for Students and the Department of Education policies.
    - Restorative practices are used to repair relationships, rebuild trust, and prevent recurrence.
  7. **Monitoring and Follow-Up**
    - Behaviour is monitored over time to assess the effectiveness of interventions.
    - Regular check-ins with the student, staff, and family are conducted to review progress and adjust support strategies.
  8. **Proactive Prevention**
    - The incident informs future preventative measures, including targeted staff training, adjustments to teaching practices, or implementation of whole-school programs to address the underlying causes of serious behaviours.
- 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](#).

# Bullying Response Flowchart

## First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

## Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

## Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

## Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

## Day 4: Implement

- Document the plan of action in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

## Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes

## Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

## Detention, reflection and restorative practices

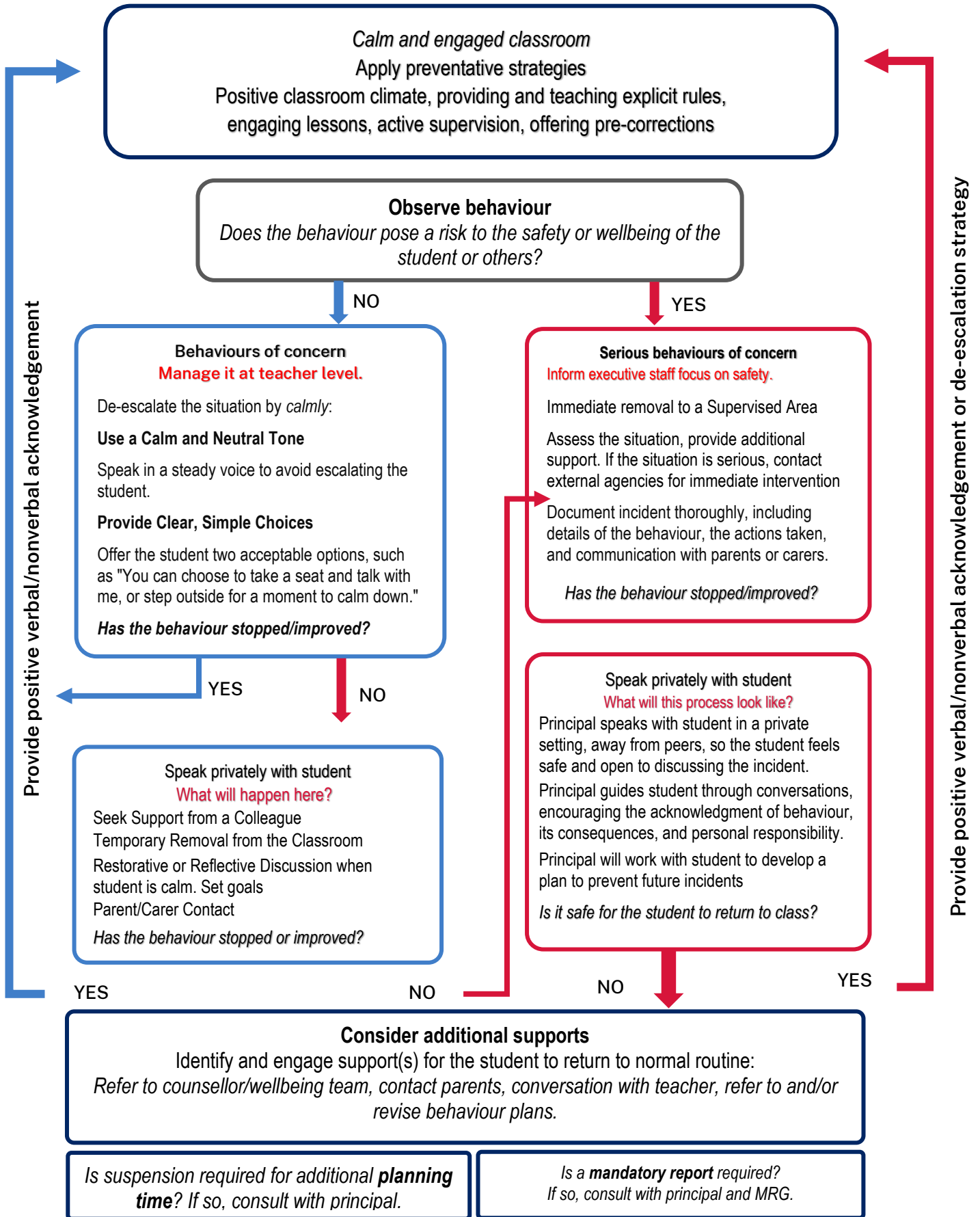
The following framework explains the Detention, Reflection, and Restorative Practices at Glossodia Public School. It is important to note that:

- **Food and Breaks:** All students must have time for food and access to toilets before or during detention or reflection periods to ensure basic needs are met.
- **Restorative Discussions:** These are guided conversations aimed at addressing the impact of behaviours, rebuilding relationships, and creating actionable solutions to prevent recurrence.
- **Parental Involvement:** For repeated behaviours or serious incidents, parents are informed and may be invited to participate in restorative discussions.

This framework ensures that behavioural interventions are developmental, respectful, and conducive to long-term learning and growth.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Detention</b>	Held during lunch or recess breaks, ensuring students have a minimum 10-minute eating and 5-minute toilet break	Coordinated by classroom teacher or executive staff	Recorded in the school's behaviour tracking system and incident logs
<b>Reflection Time</b>	Scheduled for up to 20 minutes, dependent on the student's age and developmental level, typically during class or lunchtime.	Supervised by staff trained in restorative practices or Wellbeing team.	Reflection sheets filed in student behaviour folders.
<b>Restorative Practices</b>	Conducted within 24–48 hours of an incident, duration depends on complexity (15–30 minutes).	Facilitated by trained staff, including the Principal and Assistant Principal.	Outcomes documented and shared with relevant parties.

# Behaviour Management Flowchart



## Review Date

First review date: Week 3, Term 1, 2025

Next review date: Week 3, Term 1, 2026