

School Behaviour Support and Management Plan: Glenbrook

Overview

At Glenbrook Public School, we are committed to fostering a positive, inclusive, and safe learning environment where every student is respected and supported. Our behaviour support and management plan is underpinned by our belief in high expectations, collaboration, and evidence- informed practices. We aim to explicitly teach and model the behaviours that contribute to a productive and harmonious school community. Our approach aligns with the NSW Department of Education Student Behaviour Policy, inclusive practices, The Care Continuum, Universal Settings Expectations and PAX behaviour frameworks.

Partnership with parents and carers

We value strong partnerships with parents and carers to promote positive student behaviour. Processes include:

- Regular communication through newsletters, school website, and parent-teacher meetings.
- Collaboration in developing Individual Behaviour Support Plans, Response Plans and Risk Assessments for targeted or individualised interventions.
- Clear guidelines for expectations and responsibilities communicated through the School Community Charter.
- Opportunities for parents to provide feedback.

School-wide expectations and rules

Glenbrook Public School has a restorative approach to managing behaviour through positive behaviour for learning.

Expectation – Be Respectful	Expectations – Be Responsible	Expectation – Be Safe
Follow teacher instructions	Take care of belongings	Walk safely in school zones
Speak kindly to others	Use equipment appropriately	Keep hands and feet to self
Respect personal space	Be punctual and organised	Use technology responsibly
Listen to others	Follow school routines	Stay in designated areas

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

Glenbrook Public 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:

- encouraging expected behaviour with positive feedback, reinforcement and celebrations stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students 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	PAX Good Behaviour Game	Pax protocols for positive behaviour	All students
	Universal	'Our School Expectations'	All students All
	Expectations	Expectations for every setting across the school	staff
	Social- emotional learning	Peer support program.	All students
	Reward System	School award system including star cards, merit awards and principal awards.	All students
	Child Protection	Teaching child protection education is a mandatory part of the syllabus	All students
	Universal Attendance	Communication via School Bytes to parents on the importance of regular attendance utilising the Department's attendance resources.	Parents and students
	Student engagement	Opportunities for students to promote engagement and a sense of belonging including sporting, music, leadership,	Students

Care Continuum	Strategy or Program	Details	Audience
		Student Representative Council, environmental club, debating, creative arts	
Early intervention	Learning and Support	The LST works with teachers, students and families to support students who require support.	Identified students
	School Counsellor	The school counsellor provides support for individual students through referral to the learning support team.	At-risk students
	Teacher/parent communication	Regular check-ins and individualised strategies with families.	Identified students
	Attendance Support	The attendance team monitors students' attendance fortnightly and provides individual support for identified students	Identified students
Targeted intervention	Behaviour Monitoring	Monitoring behaviour trends, reviewing processes and explicitly teaching expected behaviours.	Identified students Executive team
	Attendance Support	The Home School Liaison Officer provides intensive individual intervention for targeted students.	Identified students
	Learning and Support	Support Teachers provide individual or group assistance for identified students.	Identified students
	Assistant Principal Learning and Support	Engage with the APLaS for feedback and advice to support students.	Executive team Identified students
	Social Skills SEL	Student counsellor providing SEL focused lessons for individuals and small groups.	Identified students
Individual intervention	Counselling and support	Access to school counsellors and external support services as required.	Individual students
	Individual Plans	Personalised support plans developed in collaboration with families such as learning plans, behaviour support plans, response plans and risk assessments.	Individual students

Care Continuum	Strategy or Program	Details	Audience	
	Learning Support	SLSO integration funding support to provide one-to-one intervention for learning and wellbeing.	Individual Students	
	Team around a school	Engage with the Team Around a School to support students at risk.	Executive team/target students	

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 involves behaviour that can cause harm.

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 Bullying and Cyberbullying (see appendix 2)

- Identification: Data tracking, student feedback, and reporting mechanisms.
- **Prevention**: Anti-bullying programs and PDHPE programs.
- Response: Immediate investigation, restorative practices, and targeted support for all parties involved.

Recognising Positive Behaviour	Verbal praise, Star Cards, certificates, whole-class rewards, and House/merit points systems.
Minor Inappropriate Behaviour	Redirecting, re-teaching expectations, restorative conversations, and parent notification (if required).
Behaviours of Concern	Collaborative Behaviour Support Plans, referral to Learning Support Team, school behaviour flow chart, parent notification and ongoing monitoring.
Serious Behaviours of Concern	Engage with DoE Team Around the School, Health and Safety and Learning and Wellbeing. Implementation of Student Behaviour Policy and suspension procedures. Additionally, collaboration with families and external supports.

Responses to serious behaviours of concern

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> <u>procedures</u> apply to all NSW public schools.

Prevention Responses to	Early Intervention Responses to minor	Targeted/Individualised			
recognise and reinforce positive, inclusive and safe behaviour	inappropriate behaviour	Responses to behaviours of concern			
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting schoolwide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from 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.			
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a schoolwide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.			
 3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent 	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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.			
4. Our School Expectations are taught explicitly to students and universal language is used.	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive staff	4. 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.			
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact			
Teacher may contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher may contact parents by phone or parent portal when a range of corrective responses have not been successful to arrange a meeting. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.			

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

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- 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.

Concerning behaviours are entered into the School Bytes wellbeing platform.

Reporting and recording behaviours of concern

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

Incident Notification and Response Policy

<u>Incident Notification and Response Procedures</u>

Student Behaviour policy and Suspension and Expulsion procedures.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?	
Reflection time	As required Up	Classroom	Student	
This may be used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills such as self-regulation.	to 5–15 min	teacher/exec staff	behaviour log	
This occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.				
Restorative practices				
Structured one-to-one conversations.	Scheduled	Teaching Staff	Documented in	
Using relationships to foster restorative dialogues for teachable moments and to understand the impact of behaviour on self and others	sessions Executive staff system			
Detention				
Where students do not respond positively to the standards and expectations of the school and breach the Student Behaviour Code, a detention may be required. Detention will be used to apply a fair, reasonable and proportionate action. This may be a detention for an individual or group of students in a designated room or area. Students will have access to food and toilet breaks.	Max 20 minutes (appropriate to age)	Executive staff	Behaviour incident system	

Review dates

Last review date: Week 7, Term 1, 2025 Next review date: Term 3, 2025

Appendix 1: Glenbrook Behaviour Flow Chart

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 Stealing Vandalism Possession of weapon Inappropriate behaviour 	 Spitting at/on someone 	- Bullying - Verbal threats	- Throwing furniture	- Misuse of technology	 leasing Physical contact pushing/shoving Dishonesty 	- Repeated yellow behaviours - Inappropriate language	 Talking back Out of bounds Running on concrete 	 Calling out Moving around room Touching others Lack of manners 		PAX behaviour	9
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On the playground		In the classroom			On the playground	In the classroom	On the playground	In the classroom	On the playground	In the classroom	Cicilbi con i abile college e bellavioui
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More serious consequences may be incurred	and restorative conversations	Executive to remove student Parents contacted Reflection			Walk with duty teacher K-2: 10mins 3-6: half of lunch	Time at lunch with teacher K-2: 10mins 3-6: half of lunch	Walk with duty teacher for 5 minutes or until regulated	Verbal warning, if repeated student has 5 min chat at break with teacher	Uninterrupted playtime with friends	Granny Wacky prizes, star cards, merit awards	Delia di Concilai
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principal and parents - Warning of suspension - Formal suspension	 Playground plan Formal meeting with 	Serious consequences may include (but not limited to):	Principal decision		Assistant Principal Parents/carers will be notified	If these behaviours repeat, student spends half of next lunch in reflection with	move to the next level	If these behaviours continue this will	Principal's award	AP awards	

Appendix 2: 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.
- 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

Day 1:

Document

- 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:

- Evaluate the information to determine if it meets the definition of bullying
- 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:

- 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