

Gordon East Public School

School Behaviour Support and Management Plan

Overview

This School Behaviour Support and Management Plan is designed to create a safe, engaging, and creative environment for everyone in our school community. Its purpose is to enhance student involvement and learning by promoting safe and inclusive positive behaviour support. Gordon East Public School is dedicated to explicitly teaching and demonstrating positive behaviour while encouraging all students to actively participate in their learning. This plan focuses on behaviour management, recognising appropriate behaviours and preventing or addressing inappropriate ones. It is backed by the school's Positive Behaviour for Learning (PBL) initiative, which emphasises and explicitly teaches the values of being a Safe, Respectful Learner.

Partnership with parents and carers

Gordon East Public School is committed to collaborating with parents and carers to set expectations for their involvement in the development and implementation of student behaviour management strategies. We use the School Community Charter as the foundation for our partnership with families and strengthen our community ties through various initiatives.

At the beginning of each school year, during the Meet The Teacher sessions, we will communicate these expectations to parents and carers, clearly outlining student, parent, and staff engagement through presentations, handouts, and resource links. Additionally, we maintain ongoing communication throughout the year via newsletters, P&C meetings, the school website, forums, and face-to-face meetings.

School-wide expectations and rules

| Safe | Respectful | Learners |
|--|---|--|
| <p>We are being safe when we:</p> <ul style="list-style-type: none"> • Work and play safely • Stay within bounds • Move safely around the school • Follow instructions | <p>We are being respectful when we:</p> <ul style="list-style-type: none"> • Listen and communicate with courtesy • Show pride in our school • Care for ourselves, others and the environment • Celebrate diversity | <p>We are being learners when we:</p> <ul style="list-style-type: none"> • Are ready to learn • Make good choices • Challenge ourselves to achieve our personal best • Cooperate with others |

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

| Care Continuum | Strategy or Program | Details | Audience |
|-----------------------|--------------------------------------|--|--|
| Universal/Prevention | PBL | <p>Tier 1 – whole school system</p> <p>Explicit teaching of behaviours based upon school data highlighting areas of need each week.</p> <p>Class-based behaviour management and expectation systems throughout school</p> <p>Consistent teacher expectations, language and responses</p> | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| | Learning and Support Team | Learning and support team meet fortnightly to liaise with school psychologist. Communicate with families upon request | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| | Curriculum | Curriculum links particularly through PBL / UR Strong / PDH teaching respectful relationships and good decision-making | Students |
| Early intervention | Classroom Management | <p>Explicit teaching of expectations</p> <p>Social stories, visual timetables, fidgets, scaffolds, Dojo points, whole school reward tickets.</p> | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| Targeted intervention | PBL | <p>Tier 2 – Targeted systems of support</p> <p>Referral to AP</p> <p>Communication with parents, reflection and restorative conversations.</p> <p>Incidents are tracked on School Bytes</p> | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| | Personalised Learning Plans (PLaSPs) | For students requiring supplementary support in the classroom, PLaSPs are written to identify smart goals and track achievement of them. | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| | Learning and Support | <p>Learning and Support referrals discussed at meetings</p> <p>IFS sought in specific circumstances.</p> | <p>Students</p> <p>Staff</p> <p>Parents</p> <p>Allied Health</p> |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|--|--|--|
| | | <p>Specific assessments undertaken – Functional Behaviour Assessments & screeners</p> <p>Small group interventions such as Kids Club, Gardening, Library</p> | |
| | Classroom/ Playground Management | <p>Behaviour support plan to develop agreed upon smart goals and track achievement of them.</p> <p>Specific plans in place to assist needs such as sensory toys, play areas, differentiated curriculum, check-in systems SLSO support if required.</p> | <p>Students</p> <p>Staff</p> <p>Parents</p> |
| | Transition Programs | <p>Transition to high school program where identified students visit the high school to familiarise themselves.</p> <p>Transition to new grade and teacher – identified students are given transition tours or social stories to assist with their movement to a new grade and teacher</p> <p>Transition to Kindergarten – additional orientation sessions, visits to preschools</p> | <p>Students</p> <p>Staff</p> |
| | Delivery Support Team | Team Around a School – utilise expert knowledge to aid in assessments, observations, funding support, program support | Staff |
| Individual intervention | Learning and Support | <p>Personalised Learning Plans written for IFS students.</p> <p>On-going meetings with parents ensure that goals are agreed upon and consistent from home and school.</p> <p>Liaising with allied health where possible</p> | <p>Staff</p> <p>Parents</p> <p>Allied Health</p> |
| | Home-School Communication system | Teacher/executive to establish communication system which refers to daily behaviour and focuses on positive goals achieved. Parent will check daily and enter any additional information from home. | <p>Students</p> <p>Staff – exec</p> <p>Parents</p> |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------|---------------------------------------|--|--|
| | Check ins with staff | Executive will establish a check in person who will remind student of expected behaviours with student before they enter classroom/playground. | Students Staff |
| | Individual behaviour support planning | This may include developing, implementing, monitoring and reviewing behaviour support plans, behaviour response and risk management plans. | Students Staff Parents DoE Team around the school |

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

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.

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.

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

| Classroom | Non-classroom setting |
|--|---------------------------------|
| rule reminder | rule reminder |
| re-direct | re-direct |
| offer choice | offer choice |
| error correction | error correction |
| prompts | prompts |
| reteach | reteach |
| seat change | play or playground re-direction |
| stay in at break to discuss/ complete work | walk with teacher |
| conference | alternative ‘reset’ strategy |
| alternative ‘reset’ strategy | reflection/time-out |
| reflection/time-out | communication with parent/carer |

| | |
|---------------------------------|--|
| communication with parent/carer | |
|---------------------------------|--|

* alternative 'reset' strategy includes withdrawal from current environment and re-location to an alternative setting, for a period of time. The purpose is to assist the student to reflect on their behaviour and make positive choices.



Class Awards

At GEPS, we use Dojo Tickets and Class Dojo to reward and track positive behaviour.

ClassDojo – In class rewards

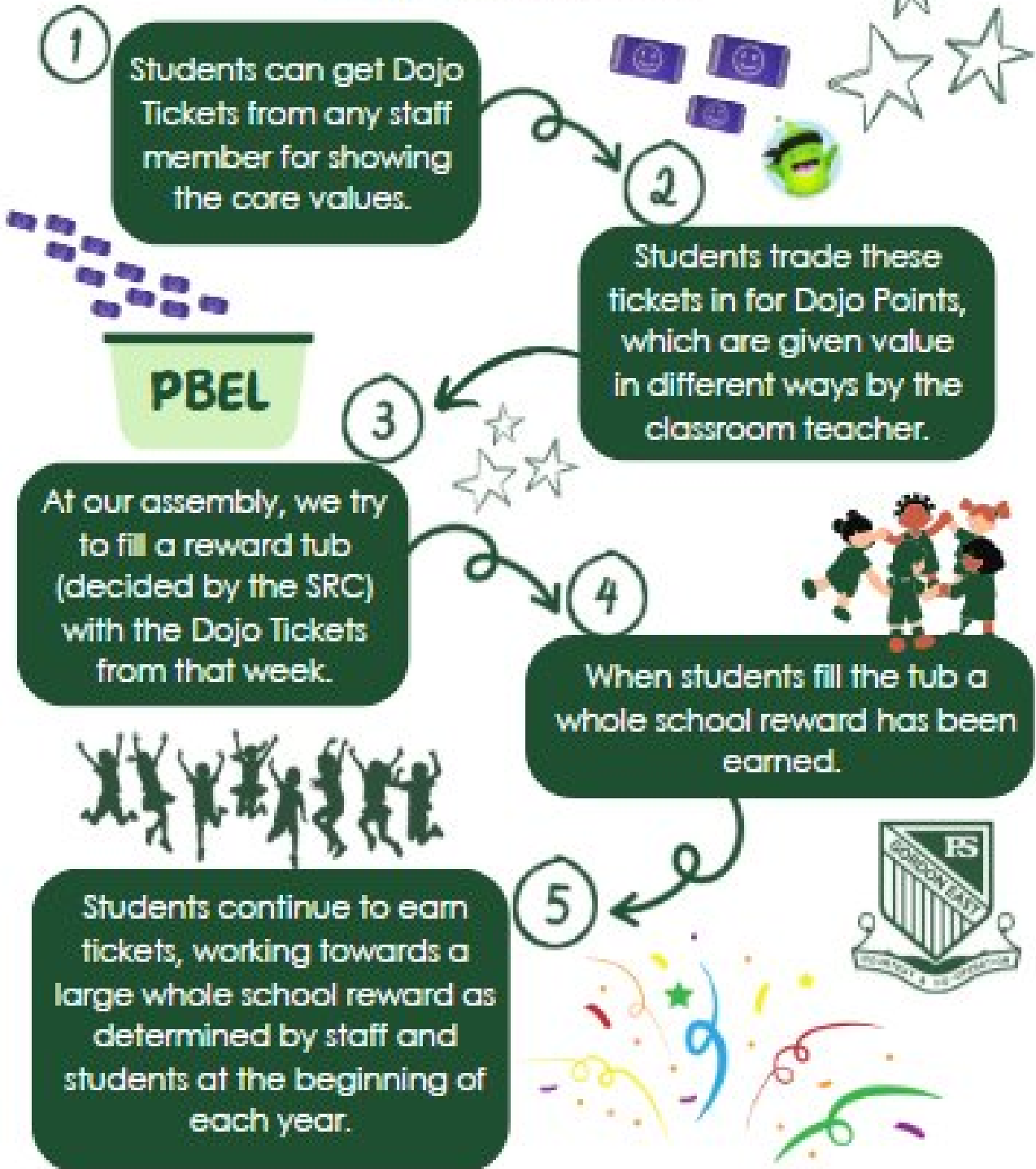
At the discretion of classroom teachers, various awards can be incentives for the points the students receive. There should be NO edible rewards given. There should be two systems: one for individual merit and another for collective groupwork.

1) Individual Merit If a student reaches a set Target (e.g. 50 Dojo Points), they may get a prize or a privilege as negotiated with their class teacher

2) Groupwork If the class reach their Target (e.g. 2500 Dojo Points) by a set time (e.g. end of term), they may get a collective privilege or prize as negotiated

How Dojo Tickets work at GEPS

At GEPS we have three core values. These are to be Safe, Respectful Learners.

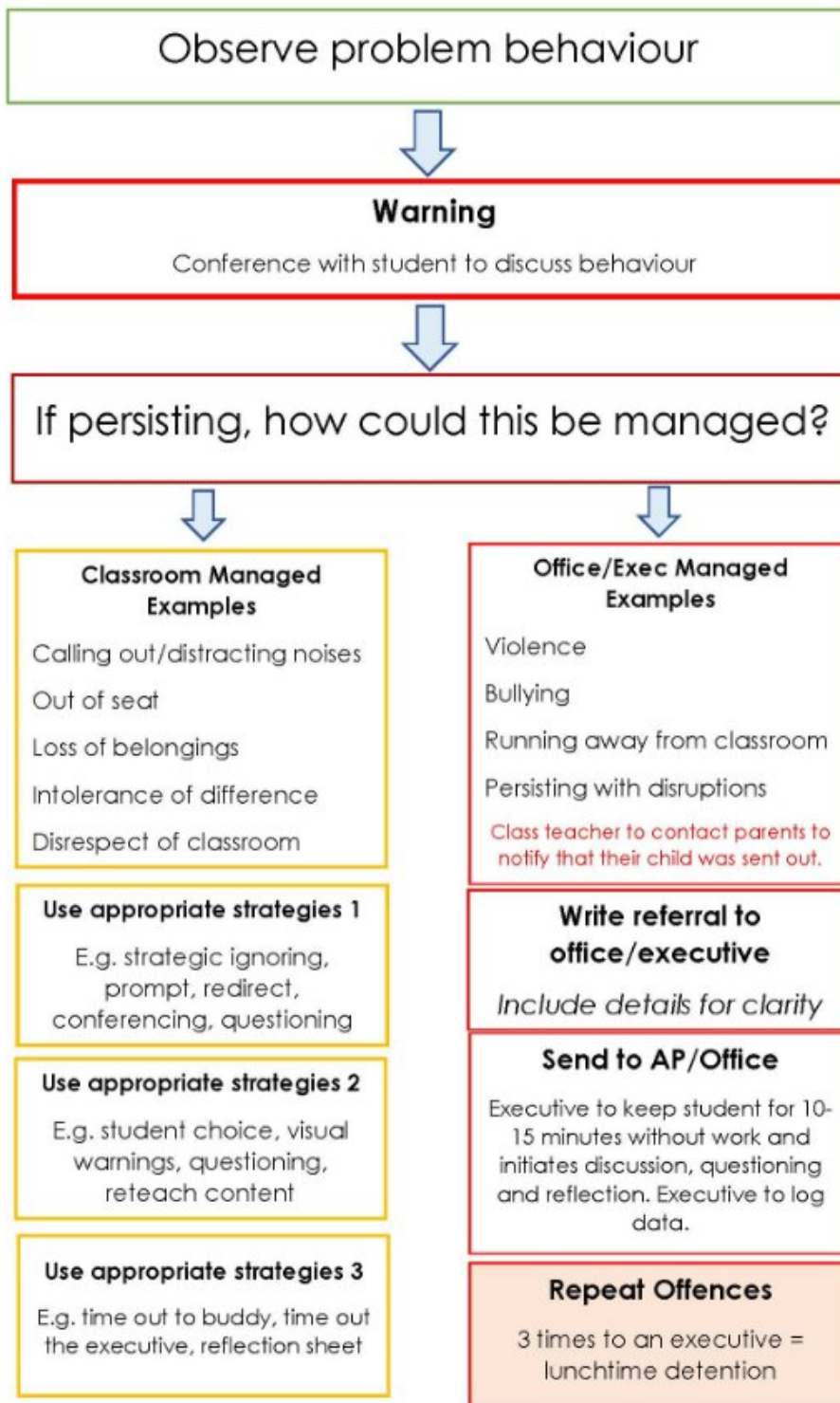




School Merit System

| Award | Guidelines to achievement |
|----------------------------------|---|
| Mini Merits (green) | Students receive green mini merits in the classroom as recognition of academic achievement, outstanding behaviour and positive social skills. Once ten mini merits have been awarded, students will receive one white merit card at a whole school assembly. |
| Merit Certificate (white) | Recognition at whole school assembly for academic achievement or outstanding class/playground behaviour. Once ten white merit cards have been awarded, students will receive a school banner at a whole school assembly. |
| Banners | Recognition at whole school assembly for receiving ten white merit cards. Once three school banners have been awarded, students will receive a school medal at a whole school assembly. |
| School Medals | Recognition at whole school assembly for receiving three school banners. |
| Book Prizes | Recognition at whole school assembly for receiving an additional banner following a school medal. Once the banner is awarded following a school medal, students will receive a book prize at a whole school assembly. |
| Aussie Of The Month | Recognition at a whole school assembly for 1 infants and 1 primary student each month who makes our school and local community a better place and is a great role model in the areas of civic responsibility, kindness, helpfulness and the values we share (e.g. fair go, mateship, respect and inclusion) |

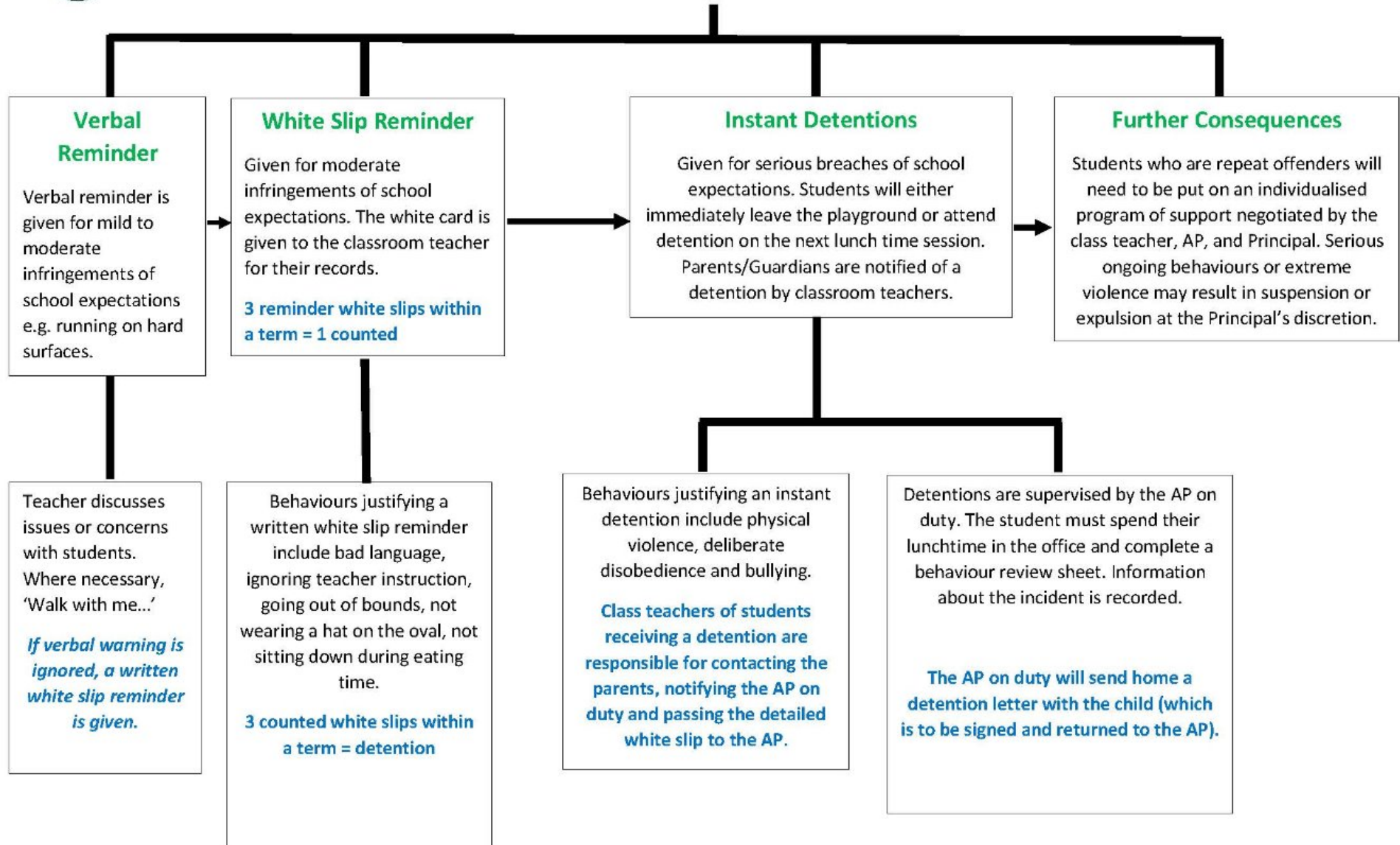
Classroom Behaviour Flow Chart





Gordon East Public School

Consequences System (Playground)



Positive Behaviour For Learning Lessons

Gordon East Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

- GEPS has a fortnightly behaviour and uniform focus area.
- The PBEL coordinator and team determine these based on the needs of the students.
- Data from white slips is examined and input from teachers is gathered.
- These focus areas are communicated to parents via the newsletter and staff via a fortnightly email.
- Teachers display these in their classrooms and learning spaces on posters.

| Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention Responses to minor inappropriate behaviour | Targeted/Individualised Responses to behaviours of concern |
|--|---|--|
| Behaviour expectations are taught & referred to weekly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting Behaviour Expectations. | Refer to school-wide expectations – PBL Matrix and/or emotional regulation visuals and/or supports so that the student can self-regulate. | Initial response - Duty teacher to manage according to school procedures, student safety is a priority. Seek help from executive straight away if safety continues to be at risk. Otherwise notify student’s stage supervisor ASAP and before the end of the school day. |
| Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback for classroom and non-classroom settings. | Executive look into the incident from multiple perspectives and determine next steps according to school and DoE plan. Executive reviewing the incident/s record on School Bytes and contact parent/carer. |
| Tangible reinforcers include those that are: <ul style="list-style-type: none"> • Fast and frequent • Moderate and intermittent • Significant and infrequent • Intermittent and infrequent reinforcers | Use direct responses e.g. Reteach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low level consequence is applied. | Executive look into the incident from multiple perspectives and determine next steps according to school and DoE plan. Executive reviewing the incident/s record on School Bytes and contact parent/carer. |
| Teacher/parent contact Teacher contact through phone calls home or face to face meetings are used to communicate student effort to meet expectations. | Use agreed classroom or playground responses and teacher records on School Bytes 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. | Behaviour support plans created with support from school’s Learning Support Team. Other responses may include risk assessment to determine participation in school activities, disciplinary actions e.g. loss of privilege, playground restrictions or suspension. |
| | Teacher/parent contact to develop individual plan, referral to Learning Support Team. | Teacher/parent contact Parent/carer contact is made by stage supervisor or AP to outline |

any support or higher-level behaviour responses, including referral to the school psychologist or outside agencies or DoE Learning and Wellbeing Team.

Refer to appendix for further details of responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern

Responses to serious behaviours of concern

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

- 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
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, face-to-face 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, including cyberbullying. Students involved in bullying will be offered appropriate support,

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 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.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|--|--------------------------------------|------------------|--|
| Detention - a structured debriefing and planning after a crisis event or behaviour of concern with an individual student using a reflective, restorative approach | Next day during Lunch break | Executives | Documented in School Bytes Reflection sheets filed |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or designated area 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. | Recess or lunch break as appropriate | Executives | Documented in School Bytes |

Review dates

Last review date: 18 December 2024

Next review date: 28 April 2025, Term 2, 2025