



Gledswood Hills Public School Behaviour Support and Management Plan

Overview

Gledswood Hills Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Our school motto is 'Together We Can' and reflects our school culture of inclusion, collaboration and belonging.

It is vital that the school community has a strong understanding of the discipline and wellbeing procedures and processes to maximise achievement of our vision. Strong staff, student, parent and community knowledge of how these processes align to wellbeing approaches and frameworks is also fundamental to ensuring students feel a sense of belonging and connectedness in a safe learning environment. A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the school and the community, based on shared responsibility and mutual respect.

Gledswood Hills Public School does not tolerate bullying behaviours, including online (or cyber) bullying. We maintain a commitment to provide 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.

Partnership with parents/carers

Gledswood Hills Public School has and will continue to partner with parents and carers in establishing expectations for developing and implementing student behaviour management strategies by:

- sharing key information and school approaches to support positive behaviour and support groups or individual student behaviour causing concern
- providing opportunity to contribute to the review process and community feedback
- working in partnership to promote student learning (PLPs, PLaSP's, Parent teacher interviews)
- consulting with the P&C to inform school practice and procedures. Gledswood Hills Public School will communicate these expectations to parents and carers by:
 - providing information on the school's website
 - targeted communication to individual parents / carers or groups as needed.

Gledswood Hills Public School will communicate these expectations to parents/carers via School Bytes.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Safe

At Gledswood Hills Public School, being safe, involves adhering to guidelines that ensure a secure and supportive environment for all. Students are expected to follow instructions promptly, play safely, respect personal space and keep hands and feet to themselves. Walking on designated concrete paths helps prevent accidents, while being in the right place at the right time ensures everyone's safety.

Reporting any issues or concerns promptly allows for swift resolution, maintaining a safe atmosphere. Additionally, road safety and sun safety practices are crucial, as they protect students both on and off school grounds. By embracing these practices, we collectively contribute to a safe learning environment for everyone.

Respectful

At Gledswood Hills Public School, being respectful means embodying positive behaviours that foster a supportive community. Students are expected to model appropriate behaviour and set a standard for respectful interactions. Pride in our school is reflected in how we conduct ourselves and care for our surroundings. Patience and empathy are essential in resolving conflicts, ensuring all perspectives are kindly addressed. Responsibility for property, including respect for others' belongings and privacy, highlights our commitment to a shared environment. Maintaining a clean space demonstrates respect for both the environment and the people within it. Additionally, using respectful language reinforces a culture of mutual respect, making our school welcoming.

Learner

At Gledswood Hills Public School being a learner means embracing a proactive and engaged approach to education. Students are expected to come prepared for learning, display active listening and participate in all activities. With a "You Can Do It" attitude, learners face challenges with resilience and determination. Cooperation and collaboration are key as students work together to achieve common goals, while also encouraging and supporting their peers. Adaptability is crucial, as learners adjust to new situations and information with flexibility. Accountability for decisions and actions is emphasised, ensuring that students take responsibility for their learning journey. Lastly, technology is utilised as a resource to enhance learning, not as a distraction, ensuring it serves as a tool to support academic success.

Gledswood Hills Public School uses the following strategies and systems to explicitly **teach, recognise** and **reinforce** positive student behaviour and behavioural expectations:

Teach	Recognise	Reinforce
<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) fortnightly focus explicitly taught in every classroom. • PBL Continuum displayed in every classroom. • Social and Emotional Learning (SEL) lessons explicitly taught at point of need. • Targeted Social Skills groups that operate at lunch and recess. • Engage parents and carers in support programs and networking opportunities. • Collaborate with Departmental experts to provide professional learning and assistance for targeted students. • Collaborate with allied health services and community programs to 	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) Mini Merit Award System. • Positive Behaviour for Learning (PBL) "Gotcha" rewards. • Assemblies and Presentation Day. • Learning and Support team collaborate with students, their families and staff to provide additional supports as needed. 	<ul style="list-style-type: none"> • Positive Behaviour for Learning (PBL) focus for the school. • Reflection Room to engage in Restorative Practices and create personalised planning for future actions • Ongoing discussions with parents and carers about challenging behaviour to monitor progress. • Utilise the monitoring cards (Navy & Orange) to guide and monitor student behaviour goals.

provide additional targeted support for students.		
---	--	--

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

This section outlines Gledswood Hills Public School's strategies to support positive behaviour, using a multi-tiered approach across prevention, early intervention, targeted intervention, and individual intervention.

Care Continuum	Strategy or Program	Details	Audience
Prevention Strategies	Whole School Positive Behaviour for Learning (PBL) Framework: Tier One Universal	<ul style="list-style-type: none"> • A Wellbeing team to be formed each year that consists of an executive staff member, teachers from each teaching team and support staff. This is to ensure that the committee is representative of a wide range of staff. • A member on the team to review data and a pattern of behaviour every 5 weeks and communicate this information to Learning and Support Team. • Wellbeing Professional Learning to be delivered to the whole staff each year at the beginning of the school year and at point of need. Small group inductions to be delivered for new and beginning staff. • Positive Behaviour for Learning (PBL) explicit teaching and modelling of specific and targeted skills and behaviours, including behaviour expectations and social skills to be taught fortnightly. • Communication with parents/carers around school expectations via School Bytes and social media. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • PBL gathered data to be reviewed often and communicated to staff. • The fortnightly PBL focus will be 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		communicated to the school community.	
	Anti-Bullying Plan	<ul style="list-style-type: none"> Bullying is taken seriously and investigated respectfully and with priority. There is a whole-school approach to professional learning and information shared with the school community to promote awareness and implement interventions. 	Whole School
	Strong Teacher and Student Relationships	<ul style="list-style-type: none"> School staff to prioritise strong, authentic high expectations and relationships. All students are known, valued and cared for within our school. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Social and Emotional Learning (SEL) to be a priority in delivering purposeful, authentic and targeted learning opportunities. 	Whole School
	Class Expectations	<ul style="list-style-type: none"> Collaboratively created by teachers and students that are in line with the school's expectations Displayed in the classroom and are discussed daily. 	Whole School
	Attendance	<ul style="list-style-type: none"> Attendance team, work with the Home-School Liaison Officer to monitor attendance and develop strategies with all relevant stakeholders. Monitor and reinforce importance of regular school attendance with students via class teachers and communication with parents/carers. Regularly promote the importance and benefits of regular attendance at school. Attendance is promoted via school interactions and social media. A school reward affirmation system in place. Staff engage with professional learning at the school and network level to improve attendance. 	Whole School
	Attendance Tier One: Early Intervention	<ul style="list-style-type: none"> Attendance team monitors students whose attendance is below 85% and collaborate with the student, the classroom teacher and their parent/carer. Communication with families via phone, 	Whole School

Care Continuum	Strategy or Program	Details	Audience
		<p>SMS, email and in person.</p> <ul style="list-style-type: none"> Fortnightly meetings with the Home-School Liaison Officer. 	
	Leadership Opportunities	<ul style="list-style-type: none"> Leadership opportunities for students to be provided through the following areas: <ul style="list-style-type: none"> School Captains and Prefects Library Monitors Portfolio Leaders: School Improvement & Engagement, Community Engagement, Wellbeing, Environment and Sustainability Sports House Captains 	Whole School
	Structured Play and Clubs	<ul style="list-style-type: none"> Structured play opportunities (both active and passive) to be prioritised and rostered into the staff duty timetable. Engage students and provide them with opportunities for positive playground experiences. Engage students and provide them with opportunities to engage in interest-based and differentiated experiences. (e.g. dance, choir, debating, sports). 	Whole School
Early Intervention	<p>Whole School Positive Behaviour for Learning (PBL) Framework: Tier One Universal</p> <p>Minor – teacher managed</p>	<ul style="list-style-type: none"> Consistent teacher expectations, routines, modelling and responses to behaviour. Teachers utilise Reminder, Prompt, Reteach approach. If further intervention is needed, students are given the opportunity to Recharge, Rethink, Reset. 	Teachers
	Personalised Planning	<ul style="list-style-type: none"> Students who begin to display ‘early warning signs’ of undesirable behaviours meet with the classroom teacher to address concerns and implement identified strategies to support. Communication with the stage supervisor and parent/carer. Document behaviours in School Bytes. Students who require additional support are provided with social stories, visual cues and strategies to help with routine. 	Targeted Students
	Transition to Kindergarten	<ul style="list-style-type: none"> Kindy information session. Kindergarten Orientation Day. PBL information to be prepared and 	Incoming Kindergarten Students

Care Continuum	Strategy or Program	Details	Audience
		communicated to new enrolling families (award systems, consequences, follow up actions, flow charts etc).	
	Transition to High School	<ul style="list-style-type: none"> • Orientation Day for all students. • Taster Day visits to be organised with local 'feeder High School'. • Gledswood Hills Public School staff to contact local High School for visits during the year to promote a successful transition. • The Stage 3 supervisor and Learning and Support team communicate with the high schools to support students' transition. Transition plans to be created for identified students. • Collaborate with allied health and Departmental experts to strengthen transition processes. 	Outgoing Year 6 Students
Targeted Intervention	Whole School Positive Behaviour for Learning (PBL) Framework: Tier One Universal Escalated Minor – teacher managed and Assistant Principal aware	<ul style="list-style-type: none"> • Consistent teacher expectations, routines, modelling and responses to behaviour. • Teachers utilise Reminder, Prompt, Reteach approach. If further intervention is needed, students are given the opportunity to recharge, rethink, reset. When three incidents occur, Assistant Principals are involved for restorative practice. 	Teachers and Assistant Principals
	Attendance Tier Two: Individual Attendance Plan	<ul style="list-style-type: none"> • Meeting between parent/carer, classroom teacher, executive staff and student, and school-based letter of concern issued. • Ongoing meetings with the Home-School Liaison Officer. • Attendance improvement discussions undertaken during a face-to-face meeting with regular progress reviews. 	Students whose attendance is below 85%
	Transition to High School	<ul style="list-style-type: none"> • A meeting to be organised with local High School Learning and Support Teams to review student transition and identify support strategies. • Early Intervention Program (Intensive) for identified students. • Familiarisation Program (additional) for identified students in collaboration with 	Targeted Small groups of Students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention		internal and external experts.	
	Restorative & Reflective Approaches	<ul style="list-style-type: none"> • These approaches encourage behaviour that is supportive, respectful and student-centred. • Support individual students to be truly accountable for their behaviour and have the opportunity to repair any harm caused to others as a result of their actions. • These approaches are managed by the classroom teacher, stage supervisor or reflection room supervisor as needed. 	Targeted small groups of students
	Learning and Support Team	<ul style="list-style-type: none"> • Referrals can be made for: <ul style="list-style-type: none"> - academic, - social/emotional, - behaviour, - attendance or - wellbeing concerns. • Meetings to be held fortnightly. • Executive staff and School Counsellor to form the team. Staff and parents/carers attend at point of need. • Learning and Support meetings are to plan and support individual students and decide on the appropriate 'next steps' of support. • Learning and Support Team liaise with medical and allied health professionals to feedback and feed forward about the effectiveness of interventions. • Staff liaise with professionals from community-led programs to feedback and feed forward about the effectiveness of interventions. 	Targeted Students
	Whole School Positive Behaviour for Learning (PBL) Framework: Tier One Universal	<ul style="list-style-type: none"> • Reflection room processes followed. Targeted interventions are in place based on the need of the child. • Behaviour Support Plans are designed, followed and tracked with all stakeholders. 	Executive, CRT, Parents

Care Continuum	Strategy or Program	Details	Audience
	Major – Executive managed		
	Individual Behaviour Support Plans	<ul style="list-style-type: none"> Designed to support individual student behaviour planning. Personalised Learning and Support Plan / Student Behaviour Management Plan are developed in consultation with stakeholders to address challenging behaviour. For individual students transitioning between settings, individualised plans are created and implemented to support the student, the parents/carers and staff working with the student. 	Targeted Individual Students
	Attendance Tier Three: High Level Case Management	<ul style="list-style-type: none"> Ongoing meetings between parent/carer, student and executive staff. Home-School Liaison Officer. Additional supports and strategies necessary, including HLSO referral. Attendance to be reviewed in agreed increments. 	Students with 0-49% attendance
	Check In System	<ul style="list-style-type: none"> Individual student check in system to be personalised and implemented for students – orange monitoring cards. 	Targeted Individual students
	Behaviour Specialist Support Assistant Principal Learning and Support	<ul style="list-style-type: none"> Behaviour Specialist Support/Assistant Principal Learning and Support to be contacted by school executive staff when further supports are required. Observations and Professional Learning opportunities provided for staff. Staff are made aware of their responsibilities to recognise and respond to the safety and wellbeing concerns of students through professional learning and at point of need. 	Targeted Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Formal Caution of Suspension or Suspension Resolution Meetings	<ul style="list-style-type: none"> • Formal Interview to gather detail about the behaviour incident(s) ensuring procedural fairness. Student is informed of decision. • Incident logged using School Bytes software. • Formal caution letter generated for parent/carer. • Communication with parent/carer to discuss behaviour, formal caution of suspension warning and plan support of structures. • Student behaviour will remain on review for a set period of time up to 50 school days. If there is an incident of inappropriate behaviour during this period, a suspension may be actioned at the Principal's discretion. • A staff member may check-in with the student and parent/carer during the suspension period. • Upon return to school a suspension resolution meeting will be undertaken. During this meeting effective strategies to support the return to school will be discussed and implemented. 	Targeted Individual Students

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

To effectively support student behaviour, Gledswood Hills Public School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

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
Positive Reinforcement: Use praise, recognition certificates, badges, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Restorative Practices: Conduct classroom circles and peer mediation to build relationships and create a supportive school climate.	Brain Breaks: Use short breaks to help students manage stress and refocus during lessons.	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to address specific behaviours of concern.
SEL Programs: Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Ready to Learn Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	Restorative Conferences: Facilitate conferences to address serious incidents, repair harm, and develop strategies for future positive behaviour.
PBL: Set and model clear behavioural expectations throughout the school.	Family Engagement: Communicate with parents/carers to collaborate on strategies for addressing minor inappropriate behaviours at home and school.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.		

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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 (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, 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.

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](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

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.

Reflection and Restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Recharge, Rethink, Reset (Own classroom)	As needed	Classroom teacher	Documented as required
Recharge, Rethink, Reset (Buddy Class)	As needed	Classroom teacher	Documented in teacher OneNote programs
Executive Referral (Restorative practice)	As needed	Assistant Principal	School Bytes
Executive Referral (Reflection room)	Daily during lunch time, or as needed	Executive Staff	School Bytes Parent/Carer informed as required.

The Award system

Universal Playground reward system 'Gotcha'

At lunch and recess, teachers give out 'Gotcha' tokens to students who are displaying the school values in the playground. These tokens are a free and frequent reward for all students and are used to encourage and build positive student and staff relationships.

School Merit System

The school merit system is designed to support and reward students who consistently display safe, respectful, learner attributes in the classroom.

Mini Merits


Classroom teachers give out three mini merits each day to students who are being safe, respectful learner.

Positive Postcards

When students receive three mini merits of the same colour, they receive a positive postcard. Positive postcards are handed out in the classroom and tracked by teachers.

Bronze / Silver / Gold Awards

When students have received three positive postcards, students earn a bronze award. Students continue this process until three bronze awards are received, then they will receive a silver award. This process is repeated until they receive three silver awards to earn a gold award. After receiving a gold award, students will begin the system from the beginning. Bronze, Silver and Gold awards are given out during school assemblies.



If a student is suspended during the second semester of the year, they may not be eligible for a gold award. If a student has had numerous Reflection Room referrals over the year or a Warning of Suspension the decision will be reviewed by the Principal.

Review dates

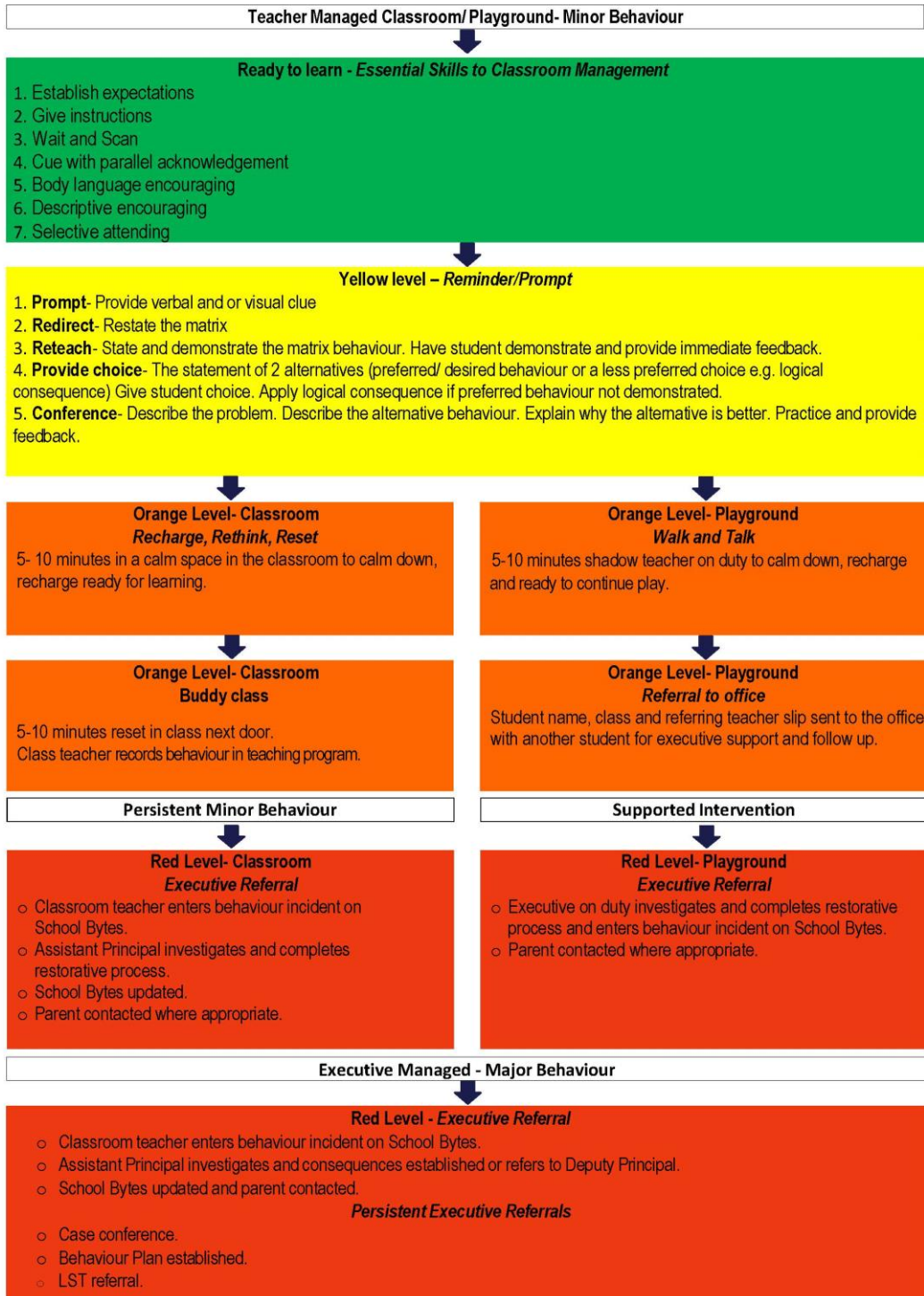
Last review date: 12 December 2024

Next review date: Term 4, 2025

APPENDIX 1 – Behaviour Management Flowchart



Behaviour Flowchart



APPENDIX 2: The following are the steps involved in the merit system:

