

NSW Department of Education



Garah Public School Behaviour Support and Management Plan

Overview

Garah Public School is committed to explicitly teaching and modelling positive behaviour. We are committed to supporting all students to be engaged with their learning and to feel a sense of belonging within our school.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, resilient learners who strive to achieve their own personal best in all their endeavours.

Principles of positive behaviour support, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our vision, key programs prioritised and valued by the school community are:

- [Positive Behaviour for Learning \(PBL\)](#)
- [Stephanie Alexander Kitchen Garden Program](#)

At Garah Public School all members of the school community are active participants in building a welcoming school culture that values diversity and nurtures positive relationships. We provide an inclusive, supportive environment that fosters a sense of belonging in the school and wider community where our staff maintain high expectations of students. Through personalised learning, teachers provide quality learning opportunities that promote creativity, personal reflection and encourage independent ongoing learning.

Partnership with parents and carers

Garah Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means such as conversation, school surveys and consultation with the P&C.

Garah Public School proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Garah Public School has the following school-wide expectations:

Respect, Responsibility, Personal Best.

Respect	Responsibility	Personal Best
Good manners	Take responsibility for my actions	Always do my best
Care for everyone	Be safe at all times	Take pride in myself
Be considerate	Care for property	Take pride in my school

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.

Garah Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

Whole school approach across the care continuum

Garah 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 cyberbullying 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:

- 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 that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School run breakfast club program that provides daily access to a free healthy breakfast and builds strong student-teacher connections.	All
Prevention	Peer Support	A leadership program for our students to build connections across the school community, while also teaching our students a range of social and emotional literacy skills.	All
Prevention	Stephanie Alexander Kitchen Garden Program	This program strengthens school engagement, learning and a sense of belonging while teaching positive food, health and wellbeing habits.	All
Prevention	Child Protection	Teaching child protection is a mandatory part of the syllabus	All
Prevention / Early intervention / Targeted / individual	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All students, individual students K-6
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, classroom teacher, principal
Targeted / individual intervention	School learning and support	Provides support for students who need personalised learning and support.	Individual students, families, staff
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can	Individual students, staff

Care Continuum	Strategy or Program	Details	Audience
		include individual behaviour support and risk management plans.	

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

Garah 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 child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 their year advisor or school counselling service.

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.

Preventing and responding to behaviours of concern

Garah Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide 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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/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: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. Teachers provide active supervision in all settings.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside

In some cases, individual planning and referral to LST may be discussed. agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response policy](#) and [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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](#).

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documented in school record system
Restorative Practice – circle time to discuss conflicts that have taken place and to discuss strategies to avoid harm.	Class time weekly and as required	Teacher/ principal	Documented in school record system

Alternate play plan – withdrawal from free choice play and re-allocation to another area of playground 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	Break times as required	Teacher/ principal	Documented in school record system
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Review

Last review date: [25th January 2025]

Next review date: [December, 2025]