NSW Department of Education

School Behaviour Support and Management Plan

Overview

Goulburn North Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop Ready, Respectful and Safe learners in a caring learning community.

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.

Our vision is to guide every student towards ***continuous improvement.***

Plan Sections:

Programs that operate at School

Partnership with Parents and Carers

School-wide Expectations and Rules

Behaviour Code for Students

Whole school approach across the Care Continuum

Identifying behaviour of concern, including bullying and cyberbullying

Preventing and responding to behaviours of concern

Response to serious behaviours of concern

Reporting and recording behaviours of concern

Detention, Reflection and Restorative Practices

Appendix 1: Behaviour Management Flow Chart

Appendix 2: Bullying Response Flowchart

Programs that operate at School

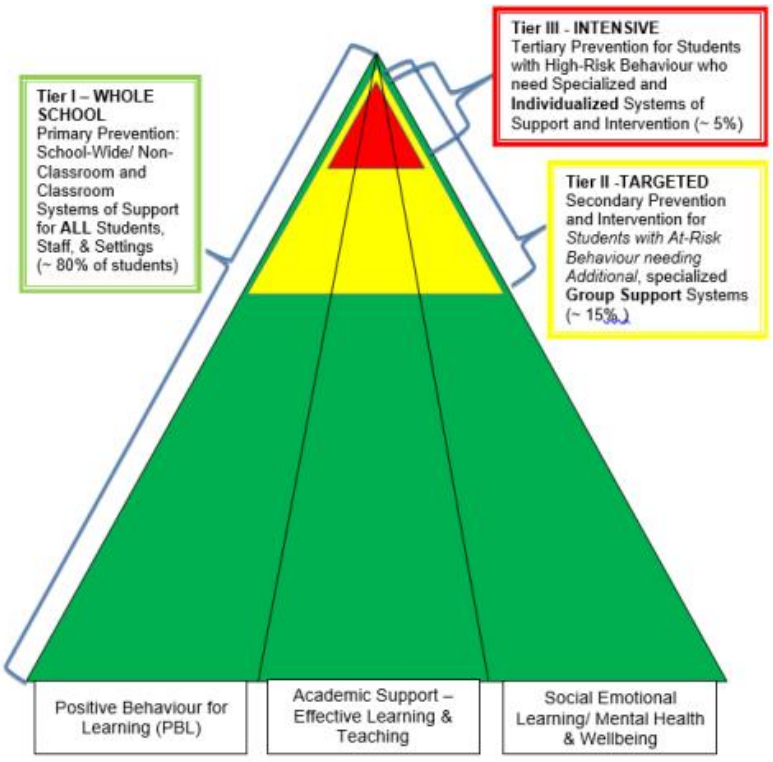
To achieve our mission, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Rock and Water Program
- Grow Your Mind (GYM)
- Zones of Regulation
- Collaborative & Proactive Solutions (CPS)
- Relational Practices
- Restorative Practices

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Goulburn North Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing 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.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.



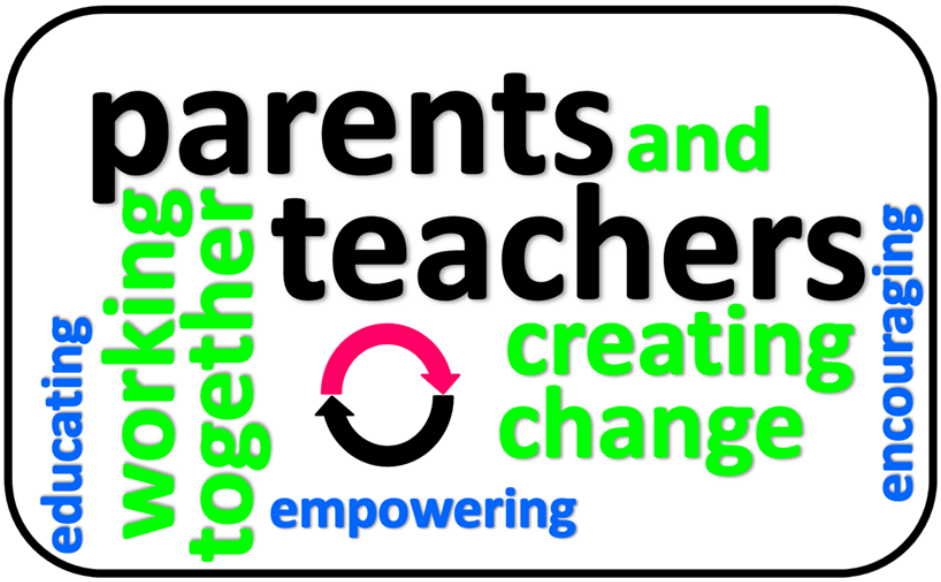
Examples of strategies and supports offered in a tiered approach to behaviour support:

Partnership with parents and carers

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

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, our 'Grow and Glow' surveys, consulting with the P & C and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Goulburn North Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our 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

Goulburn North Public School has the following school-wide expectations and rules:

To be Ready, Respectful and Safe.

At Goulburn North Public School we expect our students to:

- *Wear the correct uniform at all times.*
- *Attend all lessons on time.*
- *Arrive at school on time, so learning is not missed.*
- *Listen to instructions.*
- *Bring in the needed equipment each day.*
- *Be involved in improving their learning, by developing knowledge and skills.*
- *Have the right equipment for each lesson.*
- *Ask for help when needed, in the classroom and playground.*

- *Listen to others.*
- *Use good manners and always be kind to everyone.*
- *Use appropriate language and tone—'Right voice, right time'.*
- *Look after the buildings, grounds, equipment and displays.*
- *Keep the school tidy and litter free.*
- *Show pride when representing the school at events.*
- *Speak respectfully to adults and classmates.*
- *Act as a positive role model to other students.*
- *Follow instructions – 'first time, every time'.*

- *Keep hands and feet to ourselves.*
- *Keep unkind words to ourselves.*
- *Use objects in our learning space correctly.*
- *Walk away when not in the 'Green' Zone of Regulation.*
- *Use a calm voice when speaking with others.*
- *Be in the right place at the right time.*
- *Follow the rules when using the internet and electronic equipment both inside and outside of school.*
- *Report any issues to an adult at school.*
- *Travel safely when on the bus, riding a bike or walking, both to and from 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.

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.

The 'Behaviour code for students' is referenced in our school newsletter and is provided in all behaviour related matters. All classes have a copy of the code for reference within the learning environments.

The code is also represented through the rules/expectations of the school in ***'Ready, Respectful and Safe'.***

Whole school approach across the care continuum

Our 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:

- 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	○ **Grow Your Mind**	Grow Your Mind is a positive mental health program that is all about enhancing resilience and wellbeing. It is for pre and primary school aged children, educators and parents. We link social and emotional education directly to the brain with a playful animal analogy that resonates with young and old(er). The program is built upon four pillars to promote mental health and wellbeing: positive psychology, social and emotional learning, public health and neuroscience. The program draws on the Collaborative for Academic, Social and Emotional Learning's (CASEL) model of the 5 social and emotional learning competencies (self-awareness, social awareness, self-management, responsible decision-making, and relationship skills) to help children. The Early Years Learning Framework (EYLF) underpins the pre-primary and primary school curriculum.	All
	○ **Class Check In**	A "class check-in" is a practice where a teacher begins a class session by taking a moment to engage with students, allowing them to share their current state of mind, any concerns or questions related to the topic, and generally assess their readiness to learn, often fostering a more open and	All

Care Continuum	Strategy or Program	Details	Audience
		supportive classroom environment by checking in on their emotional and academic well-being.	
	○ **Wellbeing Workshops**	Wellbeing Workshops operate in a similar fashion to the Peer Support Program and are a great way to engage with our students and encourage them to take care of their mental health, focusing on the importance of school directions and overall wellbeing. Workshops can provide many advantages when it comes to improving student wellbeing – one of the key ones being building resilience. These workshops are often taught by our senior students.	All
	○ **Mindfulness**	Teachers can use mindfulness in the classroom by teaching their students calming exercises. Mindfulness is about quieting the mind and bringing an overstimulated brain back to the present moment.	All
	○ **Individualised Education Plan (IEP)**	An Individualised Education Plan (IEP) in schools is a written document that outlines a student's specific educational needs, goals, and strategies to support their learning, tailored to their individual strengths and weaknesses, allowing them to progress at their own pace and access appropriate accommodations when necessary; essentially, it's a personalized roadmap to help a student achieve their academic potential, particularly when they may have learning difficulties or require additional support.	Individual Students K-6
	○ **PBL – Explicit teaching of School Rules/Expectations**	"PBL" in schools typically refers to "Positive Behaviour for Learning," a whole-school approach aimed at creating a positive and supportive learning environment by actively promoting positive student behaviours through clear expectations, consistent reinforcement, and collaborative efforts between teachers, students, and the school community; essentially, it focuses on building a culture where students understand and practice desired	All

Care Continuum	Strategy or Program	Details	Audience
		behaviours to maximize their learning potential.	
	○ **VI/SI Training**	Verbal and safety interventions in schools refer to a set of strategies, often taught through training programs like CPI (Crisis Prevention Institute), that equip educators with techniques to de-escalate potentially dangerous situations with students by using verbal communication skills to calm them down, while also having physical intervention techniques ready to use, if necessary, always prioritizing the least restrictive approach to ensure safety for everyone involved.	Verbal Interventions used by all staff Safety Interventions used by some staff.
	○ **CPS — Dr Ross Greene**	"Collaborative & Proactive Solutions" (CPS) model developed by Dr. Ross Greene, which is an evidence-based approach used in schools to address challenging student behaviour's by focusing on identifying and solving the underlying problems causing the behaviour, rather than simply punishing the actions, through a collaborative problem-solving process with the student involved; essentially, the idea is that "kids do well if they can, not if they want to.	Individual students K-6
Early intervention	○ **GOT It Program**	The Got It! program is a mental health initiative for children in kindergarten through year 2 in New South Wales, Australia. The program is a collaboration between the NSW Department of Education and NSW Health. Implemented in 2023 and 2025	Small group in K-2.
	○ **Reflection Room**	A "reflection room" in a school is a designated space where students can go to take a break, calm down, and reflect on their behaviour or emotions, typically used as a positive alternative to traditional punishment when a student is displaying disruptive behaviour, allowing them to process their actions and develop strategies to make better choices in the future; it's meant to be a safe and supportive environment for self-assessment rather than a form of isolation or punishment.	Individual students K-6

Care Continuum	Strategy or Program	Details	Audience
	○ **Paul Dix PL**	"When the Adults Change, Everything Changes" is a book by Paul Dix that discusses that significantly improving student behaviour in schools primarily relies on changing the adults' (teachers and staff) approach to classroom management, emphasizing positive relationships, consistent routines, and a focus on building a supportive environment rather than relying heavily on punishments and sanctions; essentially, if teachers change their behaviours, the students' behaviour will follow suit.	All staff have this text and are encouraged to use Paul Dix's approaches to learning.
	○ **CPS — Dr Ross Greene**	See details above	
	○ **VI/SI Training**	See details above	
	○ **IEP**	See details above	
Targeted intervention	○ **Calmer Classrooms**	The Calmer Classrooms resource specifically aims to equip teachers with an understanding of the impact that trauma can cause to a child's development, learning and engagement in school and identifies strategies to assist children in care to maximise their educational potential.	All staff have access to this resource as are encouraged to provide targeted support for students.
	○ **Trauma Informed Practice (TIP)**	Trauma-informed practice focuses on how teachers, school- based staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.	All staff have professional learning in this approach.
	○ **Zones of Regulation**	The "Zones of Regulation" program in schools is a curriculum designed to teach children how to recognize and manage their emotions by categorizing their states of alertness into four color-coded zones: Blue (low energy), Green (calm and focused), Yellow (elevated energy), and Red (out of control), providing them with strategies and tools to self-regulate depending on which zone they are in, ultimately aiming to improve their social	Support Learning Classes and also used in select classrooms from across the school.

Care Continuum	Strategy or Program	Details	Audience
		and emotional skills in the classroom and beyond.	
	○ **Communication Books**	A "communication book" in schools is a physical book used to facilitate ongoing communication between teachers and parents, allowing them to share important information about a child's progress, behaviour, and any relevant details from home life, essentially acting as a bridge between the school and family environment to ensure a holistic understanding of the student.	Individual students K-6
	○ **Functional Behaviour Assessment (FBA)**	A functional behaviour assessment (FBA) in schools is a systematic process of gathering information about a student's challenging behaviour to understand the underlying reasons why it occurs, including the context, triggers (antecedents), and consequences, which then informs the development of a targeted behaviour support plan to address the issue effectively; essentially, it aims to identify "why" a behaviour happens, not just "what" the behaviour is.	Individual students K-6
	○ **Learning and Support Team**	A "learning and support team" in a school is a group of dedicated staff members responsible for identifying and addressing the specific learning needs of students who may require additional support, including those with disabilities or other learning challenges, by coordinating interventions, providing professional development to teachers, and collaborating with parents to ensure all students can access the curriculum and reach their full potential.	Individual students K-6
	○ **Rock and Water**	The "Rock and Water" program in schools is a character development program designed to teach children and adolescents about self-awareness, emotional regulation, and social skills through a series of physical activities and games, often drawing inspiration from martial arts, with the core concept of being "like a rock" (standing strong) or "like water" (adapting to situations) depending	Small group based on identified needs.

Care Continuum	Strategy or Program	Details	Audience
		on the need, ultimately aiming to build confidence and resilience in students.	
	○ **Reflection Room**	See details above	
Individual intervention	○ **Playground Support Plan**	A "playground support plan" in schools is a strategy designed to address specific challenges students may face during recess or playtime, focusing on promoting positive social interactions, managing behaviour, and ensuring inclusive play by providing targeted interventions and support, often for students with difficulties navigating the playground environment or social dynamic	Individual students K-6
	○ **Attendance Support**	School attendance support helps students attend school regularly and improves their academic achievement. It also helps students feel safe and supported at school. Often this is completed in conjunction with the Learning and Support Team.	Individual students K-6
	○ **FBA**	See details above	
	○ **IEP**	See details above	
	○ **Learning and Support Team**	See details above	

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. See Appendix 1.

Goulburn North Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student'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 the 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

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.

- **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 the school 'Sentral' system. These include:

Classroom and Non-Classroom Settings	Additional supports systems
• Establishing Expectations • Prompt • Redirection • Body Language Encouraging • Cueing with Parallel Acknowledgement • Selective Attending • Descriptive Feedback • Provision of a choice • Logical consequence • Conference • Walk and Talk • Reteaching • Parental Contact • Referral to a Buddy Class • Referral to an executive member NB: Many of these strategies are based on the 'Essential Skills for Classroom Management'	• Reflection Room • Monitoring Card • Check In and Check Out System • Communication Book • Playground Support Card/Program • Monitoring Card • Formal Caution • Loss of Privileges • Suspension

Goulburn North Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL), Collaborative and Proactive Solutions (CPS), Zones of Regulations, Grow Your Mind (GYM) and Trauma Informed Practices (TIP) consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need

immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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.

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. Teachers model behaviours and provide opportunities for practice. 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. 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 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. 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 Intermittent and infrequent reinforcers are recorded on Sentral.	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 Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Zones of Regulation, Grow Your Mind, PBL) weekly.	4. Teacher records on Sentral 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	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

	contact officer (ARCO) or anti-bullying co-ordinator.	a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through email 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 contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to 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 serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. 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
- detention, 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 serious 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 procedure
- 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.

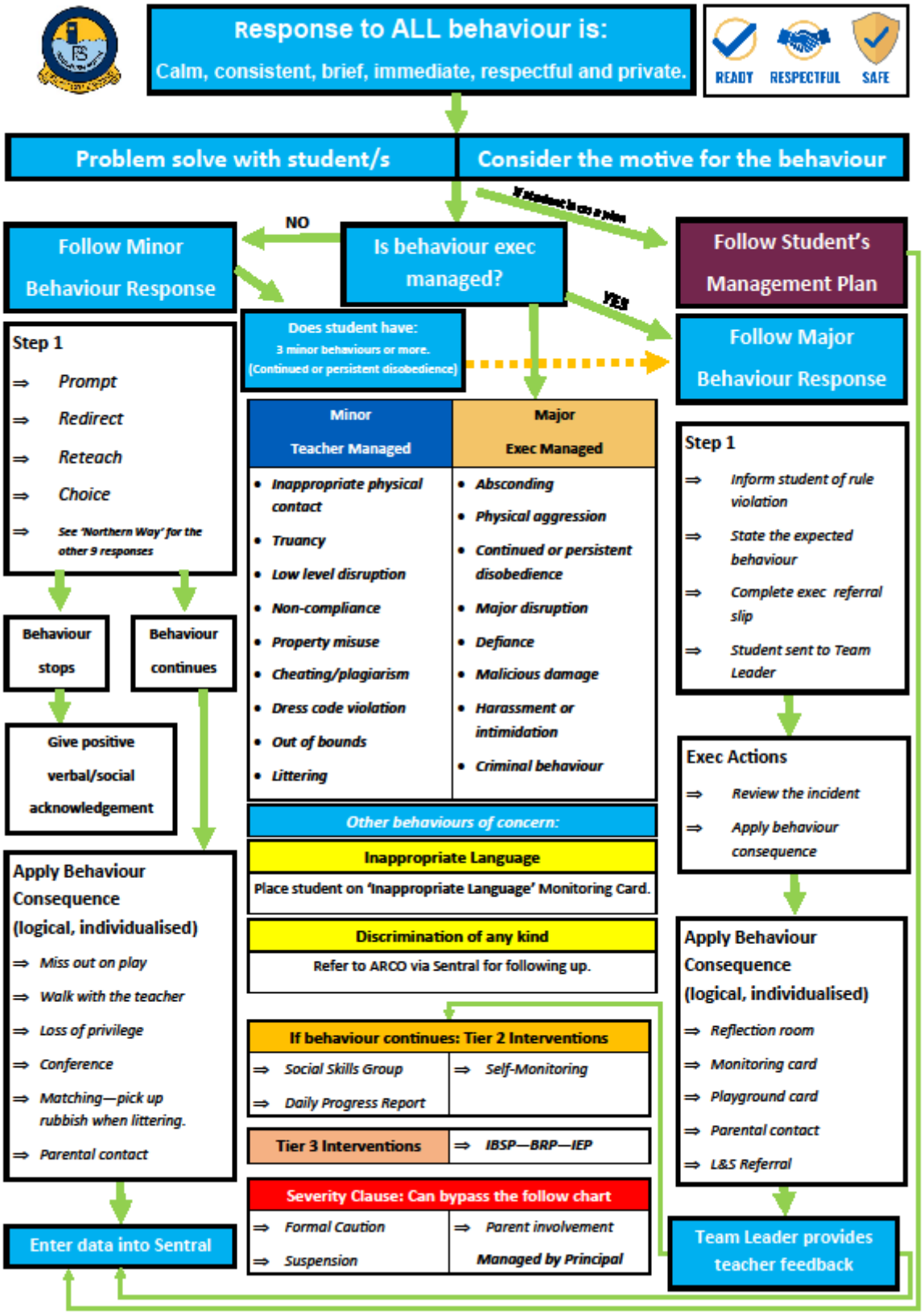
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at second break	School Executive	Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom 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 – usually individually.	Next break	School Executive	Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either 1st or 2nd break	School Executive	Sentral

Review dates

Last review date: [7 February 2024: Week 2, Term 1, 2024]

Next review date: [19 December 2024: Week 9, Term 4, 2024]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

What is Bullying?