# | NSW Department of Education

Glenreagh Public School Behaviour Support and Management Plan

Overview

Glenreagh Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Berry Street Education Model and Second Step.

# Promoting and reinforcing positive student behaviour and school-wide expectations

Glenreagh Public School has the following school-wide values and expectations.

We demonstrate our values by:

**Respect**

Looking after our own, others and the school’s property.

Treating others the way we wish to be treated.

Respecting students, teachers, parents and school staff by listening to instructions and helping others.

**Responsibility**

Keeping our school environment clean and tidy.

Attending school everyday and striving for personal excellence.

Completing school work to the best of our ability.

**Resilience**

Staying cool, calm and collected when faced with challenging situations or when someone is not being nice.

Seeking and receiving feedback for improvement.

‘Bouncing Back’ from difficult situations.

**Safety**

Acting in a safe and considerate way when at school, and when travelling to and from school.

Working and playing fairly.

Being in the right place at the right time.

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

* Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour.
* Explicit weekly lessons for all students on positive behaviour and social and emotional wellbeing.
* Awarding of bronze, silver and gold awards to students demonstrating their use of positive behaviour at weekly assemblies.
* Recognition of awards at Annual Presentation Days/Evening.
* Visits to other classrooms, Assistant Principals, and Principal to provide positive feedback to students.
* Communication to parents about positive student behaviour.
* Articles in the newsletter.
* Explicit explanation by teachers of high expectations and reasons for acknowledging positive behaviour.

# Behaviour code for students

The behaviour code for students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**Whole School Approach**

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| **Care Continuum** | **Strategy or Program** | **Details** | **Audience** |
| Prevention | Class rules | Teachers develop a set of class rules and routines with their class at the commencement of each school year. The class rules compliment and follow the school rules. Class routines are an explanation of expectations and ways of doing things within the classroom. Positive recognition when students follow rules. | Teachers |
| Prevention | Peer Support Program | Stage 3 student leaders lead K-4 mixed peer groups in positive behaviour and anti-bullying lessons weekly, terms 2 and 3 each year. | Teachers and student leaders |
| Prevention | Berry Street lessons integrated across the school in various programsSecond Step weekly lessons | A school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on social / emotional learning and character strengths. | Teachers |

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| Prevention | Staff PL | All staff engage in ongoing professional learning using the department’s Universal Resources Hub, Berry Street Education Model training, Second Step training, and annual Connecting to Country training. | All staff |
| Early Intervention | Classroom and playground management | Class teachers support and guide individual students* Re-direct student to task
* Discussion with student about appropriate behaviour
* ‘Time out’ from activity in a supervised area
* Removal from activity
* Walking with teacher on duty
* Move to another playground area
* Restitution
* Writing apology letters
 | Teachers |
| Early Intervention | Learning Support Team referral | Co-ordinates the student learning support services and programs in the school K-6. The Learning Support Team considers the learning needs of individual students (and students with common learning patterns in year levels and across the school) and co-ordinates services and programs to ensure maximum use of both human and physical resources.Recommendation may include referral for school counselling or access to specialist support | Teachers and Learning Support Team  |
| Early Intervention | Got It Program | This is a specialised early intervention program for students K-2 who display emerging conduct problems such as aggression, defiance and disruptive behaviour, and a family component.  |

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| K-2 students Families Staff  |

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| Targeted Intervention | Student Individualised Plan | In consultation with parent/carer an individualised plan will be developed with short- and long-term goals. Small group targeted programs such as ‘Seasons for Growth’. | Teacher, LST, Parent/ Carer, Student |
| Targeted Intervention | LWO and/or APLA support | The Learning and Wellbeing Officer and/or Assistant Principal Learning Assistance will be consulted for advice and support on suitable interventions for individual students and plan collaboratively reviewed and adjusted in consultation with the parent/carer. | PrincipalLST |
| Individual Intervention | LST ILP | The Principal and LST will develop a personalised plan for student informed by staff, parents, medical practitioners and agencies. The plan will be monitored and evaluated weekly | Principal, LST, Parents |
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| Individual Intervention | Team Around a School | Specialist supports will be accessed. An individualised plan developed in consultation with the parent/carer. | Principal, LSTDelivery Support Team, Parents |

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**Detention, reflection and restorative practices**

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| **Action** | **When and how long?** | **Who coordinates?** | **How are these recorded?** |
| Reflection- students will be referred through an executive staff member. Reflection activity will be writing a Reflection Task or positive expectation in place of value broken during second half lunch time under the direction of the principal or delegated teacher.  | From 1 day to 5 days  | Principal | Incidents and action recorded and communicated to parents. |

**Partnership with parents/carers**

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

* Consultation at Parent Information Evenings
* Ongoing consultation with the P&C and AECG
* An annual school survey.

Glenreagh Public School will communicate these expectations to parents/carers by:

* Providing ongoing information in the weekly school newsletter and school website
* Parent Information evenings
* P&C and Coffs Harbour AECG meetings
* Individual parent/carer meetings on request.

**School Anti-bullying Plan**

The Glenreagh Public School Anti Bullying Plan is available on the school website. at – https://glenreagh-p.schools.nsw.gov.au/content/dam/doe/sws/
schools/g/glenreagh-p/gps-policy-documents/Anti-Bullying\_Plan\_2022-23.pdf

**Reviewing dates**

Last review date: 14 October 2022

Next review date: 10 December 2023