Grahamstown Public School Behaviour Support and Management Plan

Overview

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

At Grahamstown Public School, we aim to inspire every student to grow with pride, learn for life and strive to be the best they can be. We focus on acknowledging and developing the whole child in partnership with the wider school community, developing respectful, responsible citizens who show pride in themselves and their community, offering a supportive learning environment where education is valued, and positive relationships are nurtured and for all students to aspire to personal best through a community of high expectations in all dimensions of education.

Our daily practice is anchored in the principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning. We establish and maintain high expectations for student behaviour through effective role modelling, explicit teaching, and planned responses.

Our school is built on the Positive Behaviour for Learning (PBL) framework, which forms the foundation of everything we do. PBL is an evidence-based, whole-school approach that unites the entire school community in fostering a positive, safe, and supportive learning environment. It drives improvements in social, emotional, behavioural, and academic outcomes, helping us create a thriving learning culture.

At Grahamstown Public School, we prioritise social and emotional learning, which supports good mental health, fosters positive relationships, and helps prevent bullying and racism. We reject all forms of bullying, including online (or cyber) bullying, and are committed to actively confronting and eliminating racism in all its forms, in line with the NSW Department of Education's Anti-Racism Strategy.

We provide a safe, inclusive, and respectful learning community that promotes student well-being. Staff implement evidence-based approaches and strategies to create a positive climate where bullying and racism are less likely to occur. All members of the school community actively contribute to building a welcoming school culture that values diversity, fosters positive relationships, and reinforces that both bullying and racism are unacceptable, whether online or offline.

A key component of our school culture is building respectful relationships and an ethos of inclusion, where every student feels safe, valued, and respected. School staff are committed to responding promptly and effectively to incidents of bullying and racism, ensuring all students can thrive in a supportive environment.

Partnership with parents and carers

Grahamstown Public School actively collaborates with parents and carers to develop and implement student behaviour management, anti-bullying, and anti-racism strategies. This partnership is fostered by:

- inviting feedback from parents, carers, and students through both formal and informal channels, including Tell Them From Me surveys, school-based surveys, and consultations with the parent groups and the local Aboriginal Education Consultative Group (AECG).
- addressing concerns raised through the school's complaints process, using the feedback to review and improve school systems, data, and practices.

The school communicates these expectations and strategies to parents/carers via the school newsletter, website, and official GPS social media channels. Grahamstown Public School is committed to building strong partnerships with families and the community, fostering a shared understanding of how best to support student learning, safety, and well-being.

For students needing extra behavioural support, the Learning Support Team ensures regular communication with parents and carers. Where appropriate, individual Behaviour Management Plans are developed, implemented, and monitored in collaboration with parents/carers.

Grahamstown Public School has established referral processes to the School Counsellor and, where necessary, to external support agencies eg. WHIN nurse. Delegated school staff manage these referrals and any coordination with external agencies to ensure a comprehensive and well-aligned approach to supporting the student's well-being and development.

In addition, we encourage all community members to abide by the DoE's School Community Charter, to ensure our learning environments are collaborative, supportive and cohesive.

School-wide expectations and rules

Grahamstown Public School has the following school-wide expectations and rules for all students across all environments

Safety	Respect	Personal Best
Move calmly and sensibly	Listen well, speak and act politely	Prepared and organised
Body and objects to yourself	Learn and let others learn	Responsible and honest
Right place, right time	Kind and accepting of others	Strive to succeed
Use equipment safely	Look after property	Have a go and participate

Behaviour code for students

Grahamstown Public School is committed to providing everyone with a safe, supportive, responsive learning environment. 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 at: Behaviour Code for Students.

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, cyber-bullying and racist 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.

Grahamstown PS programs and strategies across the care continuum

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
ARCO	Any incidents of racism are addressed and recorded by the ARCO and discussed with the principal. Parents of students involved are contacted. ARCO follows up and supports both parties as appropriate				▧	All
ALNF School Supplies	Australian Literacy and Numeracy Foundation provides the school with school supplies for needy students.		▧			Students
Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	▧	▧	▧	▧	All
Backpack Program	Free resource backpack to support the transition to kindergarten for Aboriginal youth. Has a 10-part YouTube video series with practical ideas for parents/ careers and young people.			▧		Kindergarten students and families
Behaviour Management Plans	Behaviour Management Plans are created by teachers, in consultation with parents and the Learning Support Team, to manage student behaviour safely and consistently. This may be in response to a single incident or a repeated pattern of behaviour.				▧	Students and teachers

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
Breakfast Club	The 'Breakfast Club' program allows all students to have a proper breakfast before school. Data has shown that students who have a proper nutritional breakfast are more attentive, have greater concentration and have less behavioural problems at school.	■	■	■	■	All
Community Bus – 18-seater bus	Allows students to access programs in the community at no/minimal cost	■	■	■	■	Students
Community Liaison Officer	Social support space – emotional regulation check-in and individual support to students. Care calls for families re attendance data, data analysis and communication between family and school.	■	■	■	■	Students
Community PBL	Recognising Students within the community of schools for living their school's PBL values	■				All
Drumbeats	DRUMBEAT is an evidence-based social and emotional learning program incorporating hand-drumming, which focuses on social connection through teamwork and is proven to build resilience.			■		Students
Friday food drop	Provides food for targeted families on a need basis				■	Students
Garden Club	Offers a wide range of benefits to students, encompassing academic, physical, and emotional development. These clubs provide unique opportunities for students to engage with the natural world, learn valuable skills, and cultivate	■	■	■	■	Students

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
	a sense of responsibility and pride in their work.	🟩	🟦	🟨	🟥	
Junior AECG	A student committee to share and report on activities within their school. Its an opportunity to receive support and guidance from their local AECG members.			🟨		Students yrs 3-6
Little Grahams	A transition program in Semester 2 is supporting the following year's Kindergarten students and their families, nurturing a deeper connection with the school for a strong start to school. Any students requiring additional support can be identified during this time	🟩	🟦			Students and families
Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) is a whole-school approach for creating a positive, safe and supportive school climate where students can learn and develop.	🟩	🟦	🟨	🟥	
Speech/ OT assessments	School-funded pre-screening speech/OT assessments		🟦			Students and families
Subtext	An art program run by Australian literacy and numeracy foundation; targeted students (Yr 3-6) run over 10 weeks based on a core theme			🟨		Students Yrs 3-6
WHIN/ Pead Clinic	Wellbeing and health in-reach nurse who works to provide a wide range of health and wellbeing support for both students and their families. This may include mental health, social and behavioural support, and physical health				🟥	Students and families

Programs and Strategies	Description	Prevention	Early Int.	Targeted	Individual	Audience
Yarn Up	Social networking circle and outreach support for families within school.					Students and families

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

Planned responses to positive, appropriate behaviour

Prevention
Responses to recognise and reinforce positive, inclusive and safe behaviour
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.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Sentral.
Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.

Identifying behaviour of concern, including bullying, cyberbullying and racism

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.

Grahamstown Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying, cyber-bullying and racism, through a range of channels, including but not limited to;

- 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 any concerning behaviour including 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.

Levels of Behaviour: Definitions, Prevention, Management, Support, and Response Strategies

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement to decide whether a behaviour is teacher or executive managed. They should consider whether the behaviour risks the student's or others' safety or wellbeing.

- Low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Behaviours of concern are managed at the teacher level, with the executive providing additional support as required.
- Behaviours of concern and corrective responses are recorded on Sentral. Responses may include but are not limited to.

Grahamstown Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teachers use evidence-based strategies 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 and behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners 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

Supporting documents

Appendix 1-Behaviour Consistency Flowchart

Appendix 2 Bullying Behaviour Flowchart

Appendix 3 Behaviour Consistency Guide: Classroom

Appendix 4 Behaviour Consistency Guide: Playground

Appendix 5 PBL School Expectations Teaching Matrix

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference - detention, reflection and restorative practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - detention, reflection and restorative practices - communication with parent/carer.

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.

Early Intervention	Targeted Intervention	Individual intervention
Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are managed by teachers in partnership with the school executive.	Responses to serious behaviours of concern are managed by the school executive.
Refer to school-wide PBL expectations and supports so that the student can self-regulate.	Seek executive support if there is a safety risk to the student or others. For other situations, teachers will manage the behaviour, with executive support as needed. Teachers may also use the buddy system/referral to discussion room if appropriate. All incidents and responses must be recorded on Sentral by the end of the school day by the teacher involved, and the supervisor must be notified if appropriate (e.g. repeated behaviour If data shows that behaviour is increasing in frequency or is widespread, plan and deliver targeted PBL lessons to address the issue.	Seek executive support immediately. Ensure the student's and others' safety by immediately implementing appropriate support strategies. Follow the student's individual behaviour support plan (if there is one, and if appropriate) in this situation. Follow school and DoE guidelines as appropriate for the situation. Record the incident and responses by the end of the day on Sentral. Offer support to staff and students involved in the incident and report as appropriate. Teacher to record on Sentral before the end of the school day.
Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	CT/ Executive (if utilised) 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 with future planning is scheduled for a later time, determined by the context and nature of the incident. Utilise support strategies eg buddy class/ discussion room.	Executive 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 with future planning is scheduled for a later time, determined by the context and nature of the incident.

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.	CT, in partnership with the executive (if utilised), collects information and reviews the incident from multiple perspectives to determine the next steps. CT to record the incident on Sentra. Teacher/executive, if appropriate, to contact parent/carer by email or phone. The executive/principal may consider further action, e.g., formal caution or suspension.	Executive gathers information and reviews the incident from multiple perspectives to determine appropriate next steps. Executive updates the Sentral entry and contacts the parent/carer via email or phone. The executive or principal may take further action, such as issuing a formal caution or considering suspension.
4. Teacher records on Sentral system by the end of the school day. Monitor and inform the family if repeated or determined appropriate. For some incidents, if appropriate, a referral is made to the school's anti-racism contact officer (ARCO)	Refer to the school's Learning and Support Team, considering current and previous behaviour data if appropriate. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.	The teacher records incident information. Executive will add to this if required
Teacher/parent contact		
The teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	The teacher will contact the parent/carer in most cases to discuss support and behaviour responses, including potential referrals to the Learning and Support Team (LST), school counsellor, outside agencies, or Team Around a School. If necessary, the executive may make the contact instead.	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, If required, a formal caution or suspension may also be imposed

Reporting and recording behaviours of concern

Staff will comply with the 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 in 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?
Discussion room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in 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 – individual or group (detention)	Next break	Assistant Principal	Documented in Sentral

Supporting Documents

Appendix 6 Roles and Responsibilities
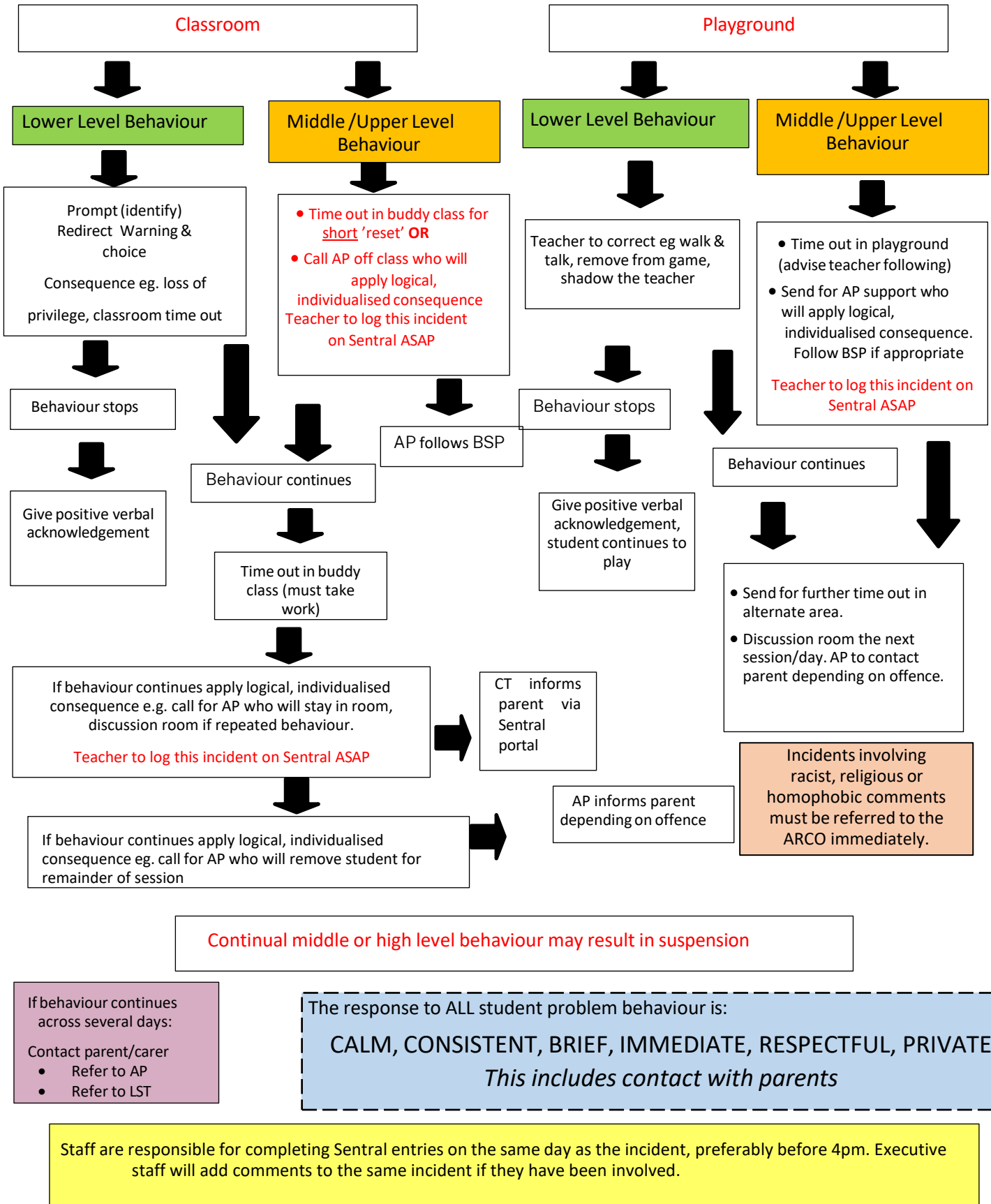
Appendix 7 Definitions

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1

Grahamstown Public School - Behaviour Consistency Flow Chart

Classroom

Playground

Lower Level Behaviour

Prompt (identify) Redirect Warning & choice

Consequence eg. loss of privilege, classroom time out

Behaviour stops

Give positive verbal acknowledgement

Middle /Upper Level Behaviour

- Time out in buddy class for short 'reset' **OR**
- Call AP off class who will apply logical, individualised consequence Teacher to log this incident on Sentral ASAP

AP follows BSP

Behaviour continues

Time out in buddy class (must take work)

If behaviour continues apply logical, individualised consequence e.g. call for AP who will stay in room, discussion room if repeated behaviour.

Teacher to log this incident on Sentral ASAP

CT informs parent via Sentral portal

AP informs parent depending on offence

If behaviour continues apply logical, individualised consequence eg. call for AP who will remove student for remainder of session

Lower Level Behaviour

Teacher to correct eg walk & talk, remove from game, shadow the teacher

Behaviour stops

Give positive verbal acknowledgement, student continues to play

Middle /Upper Level Behaviour

- Time out in playground (advise teacher following)
- Send for AP support who will apply logical, individualised consequence. Follow BSP if appropriate

Teacher to log this incident on Sentral ASAP

Behaviour continues

- Send for further time out in alternate area.
- Discussion room the next session/day. AP to contact parent depending on offence.

Incidents involving racist, religious or homophobic comments must be referred to the ARCO immediately.

Continual middle or high level behaviour may result in suspension

If behaviour continues across several days:

Contact parent/carer
- Refer to AP
- Refer to LST

The response to ALL student problem behaviour is:

CALM, CONSISTENT, BRIEF, IMMEDIATE, RESPECTFUL, PRIVATE
This includes contact with parents

Staff are responsible for completing Sentral entries on the same day as the incident, preferably before 4pm. Executive staff will add comments to the same incident if they have been involved.

Appendix 2 Bullying Response Flowchart

The following flowchart explains the actions Example Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in Sentral
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

GRAHAMSTOWN PS BEHAVIOUR CONSISTENCY GUIDE: **CLASSROOM**

Any of the behaviours below occurring on a consistent basis must be referred to an AP for further consideration. Please also refer to the School Behaviour management document. Some offences may require reporting on MRG.
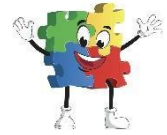
	RESPECT	SAFETY	PERSONAL BEST
UPPER: • Straight to AP (call or send), may require Principal to be called • Must be written on Sentral THAT day • CT to contact parents on THAT day • Could be suspension • Refer to ARCO * **(Refer to Flow Chart)**	• Extreme language/swearing AT staff or other students • Destroying classroom • Constant refusal of work (daily) • Making threats of harm • Racist comments, homophobic comments* • Consistently swearing AT staff (lower level language but consistently) • Intentional damaging, defacing or loss of property or equipment • Making or using a weapon	• Physical aggression • Absconding • Dangerous use of equipment that could lead to serious injury	• Consistently refusing to engage with work • Consistently leaving the classroom
MIDDLE: • Identify behaviour with student • Time out in buddy class: take work if possible, stays until end of session • *May* need to go directly to AP with a note or phone call • Must be written on Sentral THAT day • CT contact parents on THAT day **(Refer to Flow Chart)**	• Swearing about staff, back chatting • Repetitive theft, taking lunch boxes/food/ personal property • Inappropriate touching • Provoking/inciting others • Intentionally distracting peers repetitively • Purposefully disrupting lessons/learning • Teasing	• Out of bounds • Leaving class without permission • Climbing over/walking on chairs and tables in classroom • Refusing to use equipment safely • Slapping • Biting	• Leaving the classroom • Continually breaking class rules • Disruptive behaviours • Refusing to work with support (SLSO/LST) • Avoiding class work repeatedly for a session • Misbehaviour on excursions/sporting events
LOWER: • Identify behaviour & redirect • Give warning • In-class time out / possible conferencing • *May* need loss of privilege (if within short time frame) • May need to be recorded on Sentral	• Calling out over others • Speaking over people • Not following teacher instructions after reminder • Wandering the room which affects others • Swearing to self where others can hear	• Swinging on chairs • Playing games, watching YouTube etc on technology without permission • Using sporting or class equipment incorrectly	• Not completing work • No persistence • Distracting others • Graffitiing work i.e. scribbling over work • Cheating

Any of the behaviours below occurring on a consistent basis must be referred to an AP for further consideration. Please also refer to the School Behaviour management document. Some offences may require reporting on MRG.

Appendix 4

	RESPECT	SAFETY	PERSONAL BEST
UPPER: •Must be written on Sentral THAT day •Discussion Room - notify AP •AP may contact parents •Could be suspension •Refer to ARCO * **(Refer to flow chart)**	• Extreme language / swearing AT staff or other students • Threatening with intent • Toilets being vandalised • Continually swearing AT staff (lower level language but consistently) • Damaging / defacing equipment • Racist/homophobic comments * • Invasion of privacy in toilets • Physical aggression toward a staff member • Gang type behaviour	• Leaving the school grounds • Physical aggression (fighting, punching, kicking someone who is on the ground) • Climbing onto building and structures • Using equipment as a weapon	• Cyberbullying • Serious incident on an excursion/ sporting event, • Repeated misbehaviour on excursion/ sporting event • Stealing
MIDDLE: •Teacher's discretion regarding planning room <u>or</u> immediate consequence eg. sent from room to AP •Record incident on Sentral and inform AP **(Refer to flow chart)**	• Reversable graffitiing • Swearing about staff / backchatting • Taking lunch boxes and/or personal property • Continually arguing with staff about instructions or refereeing decisions • Teasing, provoking or inciting others • Sexualised talk • Repeatedly playing tackling games	• Bad sportsmanship leading to conflict • Out of bounds • Continually running on hard surfaces • Walking/climbing on brick walls, picnic tables repeatedly • Pushing/tripping • Slapping	• Out of bounds • Rude/sexualised gestures • Misbehaviour on excursions/sporting events
LOWER: •Teacher to correct eg walk & talk, remove from game, time out in playground (silver seats), shadow the teacher	• Low level arguing with teacher/referee • Not following instructions after reminder • Mimicking others • Playing tackling/wrestling games	• Running on hard surfaces • Running across the bridge on equipment • Climbing on top of equipment	• Lower level rude gestures • Poor sportsmanship, argues with team mates, plays unfairly • Excluding others • Littering

Grahamstown Public School
PBL SCHOOL EXPECTATIONS TEACHING MATRIX

At Grahamstown we are SAFE, RESPECTFUL learners who always do our PERSONAL BEST.

	ALL SETTINGS	TOILETS	PLAYGROUND	CANTEEN	PLAY EQUIPMENT	ASSEMBLY	CLASSROOM	COLA	BEFORE & AFTER SCHOOL
Respect	• Active listening • Appropriate language • Wear your whole uniform with pride • Care for people & property • Place all rubbish in the bin • Follow all instructions	• Give others privacy • Look after school property • Keep the area clean	• Give others personal space • Share school equipment • Follow the rules of play • Include others • Wait patiently at the sports shed	• Use manners eg. Please & thank you • Wait patiently for your turn	• Wait for teacher permission • Take turns • Watch out for others	• Stand still, hands by side & sing with pride • Active listening • Pay attention to message • Enter & exit the hall quietly • Celebrate others' success	• Active listening to all • Learn & let others learn • Speak politely • Show integrity • Share my ideas courteously	• Keep the area clean • Be aware of people's personal space • Quiet voices • Walking quietly • Wait for the duty teacher quietly	• Sit quietly • Wait for the teacher • Stay in one place • Stay on your seat in the bus • Leave the school sensibly & safely
Personal Best	• Have a go • Do your best • Be responsible & honest • Wear the whole school uniform with pride • Make good choices • Own your actions	• Be clean, observe hygiene • Walking only • Use toilet during break	• Play fairly • Hands & feet to yourself • Follow the rules without argument • Be a good sport • Move to class lines when the music begins • Try new things	• Be organised with your order	• Return equipment to the sport shed • Share the space	• Sit quietly • Be engaged • Be proud of your engagement • Celebrate everyone's success	• Always have a go • Participate • Be prepared & organised • Keep trying • Show persistence • Aim for quality • Strive to succeed • Ask for help • Care for property	• Quiet voices • Active listening • Keep your spaces tidy	• Pack up your space before leaving • Represent GPS positively when in the community
Safety	• Right place, right time • Walk on hard surfaces • Safe hands, safe feet.	• Use flush, wash, leave • Water & soap stay in the sink • Play free zone • Turn off taps • Report problems to adults	• Wear hats in the playground • Move calmly & sensibly • Walk on hard surfaces • Safe hands, safe feet, safe body Use equipment correctly	• Personal space for others in line • Wait sensibly	• Take turns • One direction on monkey bars • Down slides, up ladders • Woodchips stay on the ground • Walk	• Stay in your personal space • Move calmly & sensibly • Legs crossed, hands in laps	• Stay in class • Use equipment for intended purpose • Personal space • Move around sensibly • Chairs 4 legs on the floor • Work sensibly in groups	• Move calmly & sensibly • Walk on hard surfaces • Use equipment safely	• Walk bikes & scooters out • Leave promptly & orderly • Store bikes & scooters securely • Wear where helmet when riding • Right place, right time • Follow all instructions

Appendix 6 Roles and responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation, and monitoring of the SBSMP.

Responsibilities	Details	ACTIONS
Students have the responsibility to:	• fully understand what "bullying" is, • be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, and are expected to behave in a manner as outlined in the Behaviour Code for Students • behave responsibly when using digital devices and online services, including social media platforms • monitor their own behaviour so that it does not result in anyone experiencing racism • behave as responsible bystanders.	• behave appropriately, respecting all members of the school community and their differences and backgrounds • report incidents of bullying including cyberbullying when they occur • all school staff to monitor the use by students of digital devices and online services • report any incidents of racism to teachers • call out racism and racial bullying, if safe to do so as an upstander.
Parents and Caregivers have a responsibility to:	• work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the Behaviour Code for Students • resolving issues in relation to their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter • work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur • adhere to the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy • demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment.	• collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate • support their children to become responsible citizens and to develop responsible online behaviour • report incidents of negative behaviour or bullying including cyberbullying to the school • support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying • ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment.
School executives and teachers have a responsibility to:	• contribute to the development, monitoring, and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing	• implement the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • teach students to identify, report and respond to bullying at school

	and embedding the processes and strategies within the SBSMP • promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable, • manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary • encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS) • monitor the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	and online • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways • follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook and monitor and respond to inappropriate usage • address racism, promote cultural safety, diversity, inclusion and intercultural understanding • encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory.
Non-teaching staff have a responsibility to	• contribute to the development, monitoring and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive and supportive learning environment • report behaviours of concern to a teacher or supervisor • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	• Implement and embed in daily school practices the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable).
Principals (or their delegate) have the responsibility to:	• lead the school community in developing, implementing and monitoring the SBSMP • ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate • maintain a positive school climate that includes respectful relationships • identify patterns of negative incidents and bullying including cyber bullying behaviour and initiate a focused and targeted response, • manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy • ensure all staff are provided with the	• conduct an annual review of the plan SBSMP • review Sentral Data and respond to matters in a timely manner • from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff • extract relevant data from Sentral and where necessary engage internal support and/or TAaS, • provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying

	opportunity to improve their skills in behaviour management or responding to incidents	behaviour from students
	• work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours	• work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways
	• ensure all staff, parents and carers, and students are aware of the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy,	• ensure all staff are aware of the exemption for a student to use a mobile phone,
	• review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan,	• all staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism
	• have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.	• familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.

Appendix 7

Definitions

Term	Definition
Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
School Behaviour Support and Management Plan	An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website, so it is available to all students, parents, carers and school staff.
Time-out / Detention	Teacher-directed timeout strategy is a de-escalation and restorative practice strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Timeout class enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.