NSW Department of Education

Gralee School Behaviour Support and Management Plan

Overview

Gralee 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 safe, respectful 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.

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

- Dogs Connect - Dogs Connect Program (nsw.gov.au)
- Zones of Regulation The Zones of Regulation | A Curriculum For Emotional Regulation
- Positive Behaviour for Learning Positive Behaviour for Learning (nsw.gov.au)

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

Gralee 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.

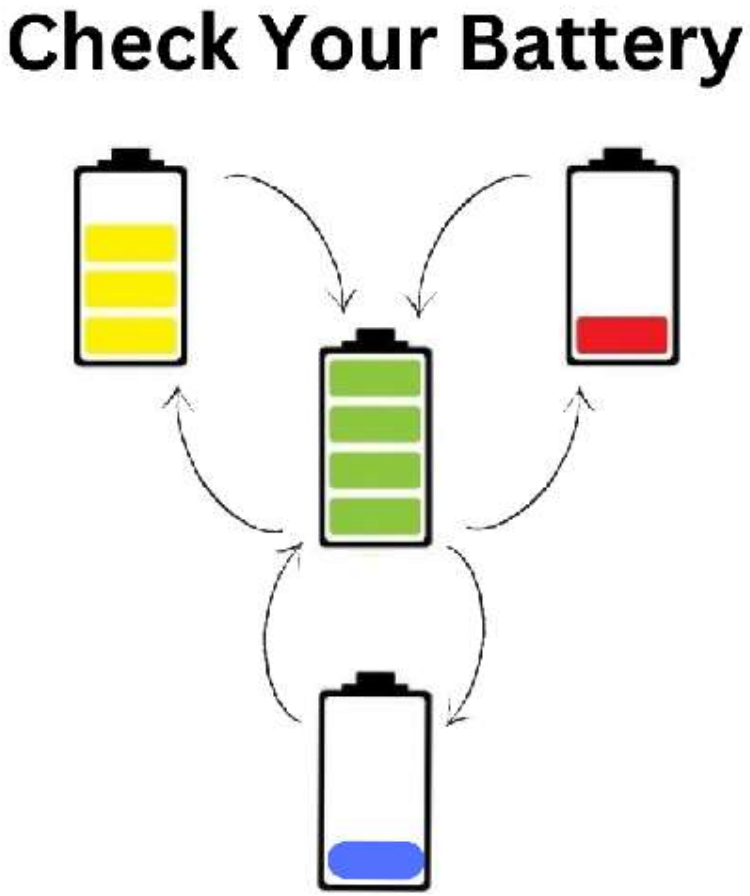
Prevention - Self-Regulation

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified



Gralee School uses the lessons, concepts, and strategies within The Zones of Regulation curriculum to create a climate where all students can thrive. Classrooms use these universal practices to proactively teach and support students in their emotional growth:

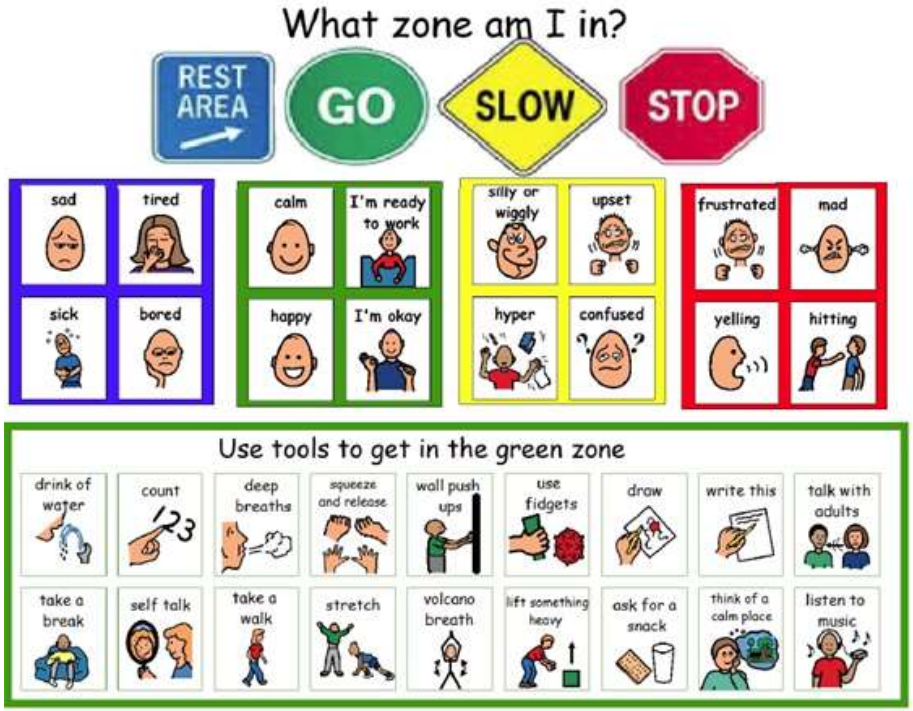
- All students are taught lessons from The Zones of Regulation curriculum
- Common Zones visuals throughout the school
- Common Zones language used by all staff in all settings
- Regular opportunities for students and staff to check in with their Zones
- Easy access to Zones' regulation tools for students and staff

Partnership with parents and carers

Gralee 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 Department of Education surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.
- Regular Personalised Learning and Support Meetings

Gralee School will communicate these expectations to parents/carers through the school newsletter, school Facebook page 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

Gralee School has the following school-wide expectations and rules:

To be SAFE. To be a FRIEND. To be a LEARNER.

Gralee PBL Matrix	All settings	Classrooms	Toilets	Playground	Buses	Excursions	Pathways & Verandah	Kitchen	Assembly	Eating Area
Safe	We keep our hands, feet and other objects to ourselves We wear our school uniform We tell a teacher if we see a problem We look after school property We keep our shoes on	We sit on our chairs safely We push our chairs in We keep our learning area clean and tidy	We keep our food outside We flush the toilet We wash our hands with soap	We wear our hat We wear sunscreen One at a time on the swing Two at a time on the trampoline Play carefully	Walk to and from the bus Stay on the path We stay seated We keep our seatbelts on	We stay with our group Hold hands with staff Ask staff to use the toilet	We walk We enter and exit calmly One person through a doorway at a time We only push wheelchairs if asked by staff	Use utensils safely Wash your hands and wear gloves We give people space	Stay seated	Use the bubbler for drinking only. Sit down to eat
Friend	Speak nicely to other people We listen to others We help other people We take turns	We hold the door open for others	We give each other privacy	We play with our friends We share equipment We hold gates open for others	Remind our friends to be safe	Look out for your friends	Be careful of others around you	Share jobs with our friends	We clap for award winners	We only eat our own food
Learner	We follow instructions We ask for help when needed Listen to staff We don't give up Be in the right place at the right time	We stay on task We work quietly We try to do all tasks	We correctly use toilet paper, soap and water	We pack away our own equipment Play by the rules	We carry our own property	Participate in all activities Dress neatly Look after your own property	We walk with quiet feet on the verandah.	Leave the kitchen clean and tidy Try to do all tasks If you see a job to be done – do it	Enter and exit quietly Stand for the national anthem Accept our award with pride	We put our rubbish in the bin We pack away our lunch box and drink bottle We chew with our mouth closed

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.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the NSW Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students at Gralee School, to the best of their ability, should adhere to the following principles.

Respect (Friend)

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety (Safe)

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.

- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement (Learner)

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Behaviour code for students – easy read version (PDF 2 MB). This booklet is written in a way that is easy to understand.

Whole school approach across the care continuum The care continuum (nsw.gov.au)

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	Child protection PBL	Teaching child protection education is a mandatory part of the syllabus.	Students K - 12
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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 cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance team who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans, in collaboration with families and support teams.	Individual students, parent/carer, LAST, AP

Strategy, approach, intervention, resource	Prevention	Early Intervention	Targeted	Individual
Positive Behaviour for Learning (PBL)	X	X	X	X
Zone of Regulation	X	X	X	X
Dogs Connect	X	X	X	X

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

Planned responses to behaviour that does not meet school expectations are managed by all staff at Gralee School. 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.

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. See Appendix 1.

- **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.

Behaviour Management responses are recorded in Compass. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • conference • 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 • reflection and restorative practices • communication with parent/carer.

Gralee School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Zones of Regulation 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 are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
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 teacher 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. Weekly awards are given out at Assembly to recognise and reinforce positive behaviours including a PBL Award. These awards are then shared in our weekly newsletter and on social media.	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 Behaviour / wellbeing 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 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 Compass and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (Zones of Regulation) weekly.	4. Teacher records on Compass 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 contact officer (ARCO) or anti-bullying co-ordinator.	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 a behaviour support/response plan.
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. Recognition awards for positive individual and class behaviour are given at weekly 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 Compass. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

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.

Reporting and recording behaviours of concern

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

- Incident Notification and Response policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion procedures

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

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. Any strategy mentioned in the following table will be supported by a classroom SLSO, ensuring that student is supervised at all times.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate learning/time out arrangement – student or teacher determined withdrawal from current learning space and re-allocation to office or classroom for supervised regulation activity following breach in behaviour. The purpose is to assist the student to achieve the desired 'Zone', in a different environment and to reflect on their behaviour and make positive choices.	When appropriate No longer than 15 minutes	Teacher	Documented in Compass as part of the Behaviour Chronicle, under 'Consequence'
Behaviour Conversation – a casual debriefing and planning after a behaviour of concern with an individual student (reflection).	As soon as possible after the behaviour, but once student has returned to the Green Zone. No longer than 10 minutes.	Teacher or Exec	Documented in Compass as part of the Behaviour Chronicle, under 'Consequence'
Reflection Meeting – a structured debriefing and planning meeting after a significant behaviour or crisis event, with an individual student, including parents and other NDIS supports.	As soon as possible after the behaviour, preferably within 2 days. No longer than 1 hour.	Exec	Documented in Compass in 'Minutes'.

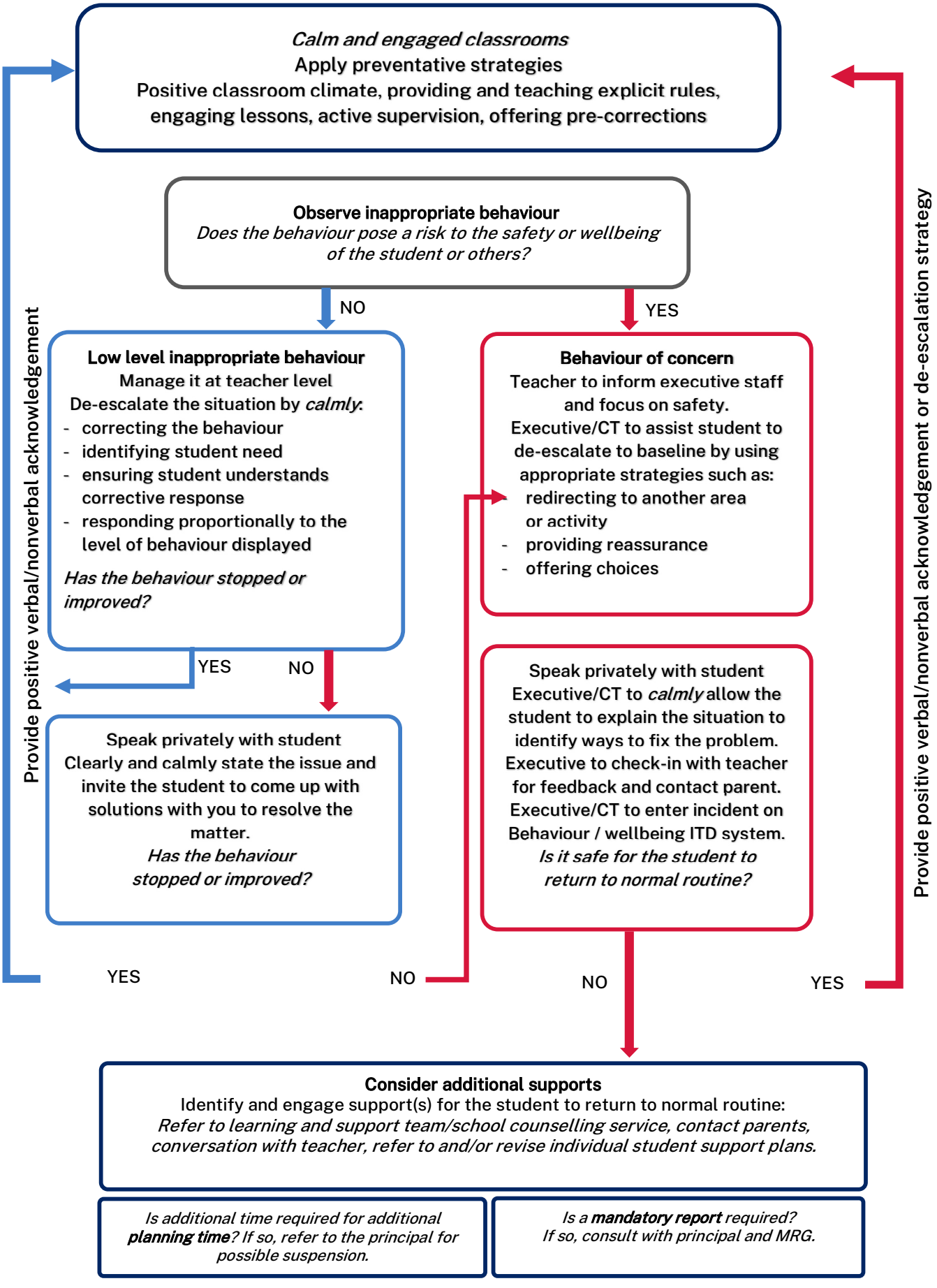
Dependent on a student's Behaviour Response Plan

Review dates

Last review date: 04/02/2025

Next review date: Start of Term 3 – After 2 terms of implementation within the school, Executive team plans to take SMSMP to P&C Meeting for parent/community review. SBSMP will also be available for review on school website.

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Gralee 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. *Staff members may become aware of bullying behaviour 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.*