

Gundagai Public School

School Behaviour Support and Management Plan



Overview

Gundagai Public School is committed to fostering a safe, inclusive, and engaging learning environment for all students. Our Positive Behaviour for Learning (PBL) framework guides our approach, ensuring that students develop essential social, emotional, and academic skills. Our values—**Learning, Responsibility, and Safety**—underpin all aspects of student behaviour and school culture.

Partnership with parents and carers

We recognise that strong partnerships with parents and carers contribute to student success. Our school:

- Regularly communicates behaviour expectations and strategies through newsletters, meetings, and digital platforms.
- Engages families in discussions about student progress and behavioural support.
- Provides resources and workshops to help parents support positive behaviour at home.
- Encourages open communication to collaboratively address concerns.

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](#).

School-wide Expectations and Rules

Gundagai Public School has three core values. They underpin school operation and student learning. They are:

1. **Learning:** to strive to reach our full potential
2. **Responsibility:** to be responsible for ourselves, others and our school.
3. **Safety:** to be safe towards ourselves, others, our school and property.

Learning - behaviours include:

- Knowing the rules and expectations
- Being on time for school and class
- Being prepared for school and lessons
- Being attentive in class, playground and assemblies
- Staying on task
- Following teachers instructions

- Treating others with kindness and consideration
- Cooperating with school routines
- Asking for help when needed

Responsibility - behaviours include:

- Being a good citizen
- Playing and working cooperatively
- Listen and follow instructions
- Accepting the consequences for your actions
- Being a problem solver
- Telling the truth
- Being reliable

Safety - behaviours include:

- Keeping hands, feet and objects to yourself
- Being in bounds
- Following rules
- Moving sensibly through the school
- Caring for the feelings of teachers and other students
- Telling a teacher or an adult if you are being bullied by another student
- Reporting unsafe behaviours to a teacher

BEHAVIOUR EXPECTATIONS LEARNING SPACES			
Area	Learning	Responsibility	Safety
ALL SETTINGS	Be organised Stay focused Positive participate Be on time Do your best	Respect others Follow instructions Listen to the speaker Use polite language	Walk Hands and feet to yourself
LEARNING AREA	Be organised Concentrate Positive Participation Do your best Ask for help when needed	Listen to the speaker Follow instructions Tidy learning area Respect others property Respect personal space Use polite language Respond appropriately	Use equipment correctly Hands and feet to yourself Sit Correctly
ENTERING CLASSROOM	Be organised	Wait sensibly Enter quietly Listen to the speaker Follow instructions	Line up Hands and feet to your self
MORNING PROCEDURES		Respond to roll marking Hand in notes	Sit correctly
AFTERNOON PROCEDURES		Chairs up Tables clean Floor clean Return equipment Exit quietly	Hands and feet to your self
CLASSROOM TRANSITION		Listen to the speaker Follow instructions	Move quickly Move quietly Hands and feet to yourself

BAGS		Keep neat and tidy Pack equipment away	Line bags up Keep bags closed
TECHNOLOGY	Be on task Stay focused	Listen to the speaker Follow instructions Use equipment appropriately	Stay seated Approved sites and applications only

BEHAVIOUR EXPECTATIONS SCHOOL SETTINGS			
Area	Learning	Responsibility	Safety
ALL AREAS	Be on time Be organised Participate Do your best Return to class quickly	Wear school uniform Listen to the speaker Follow instructions Use rubbish bins Use polite language	Right place, right time Report problems Hands and feet to self
WALKWAYS	Follow rules	Stay on path Keep left Move quietly	Walk
COLA		Stay seated when eating Share the space Play	Walk Stay in bounds Approved equipment only
PLAYGROUND	Know the rules Encourage others Help solve problems	Play fair Share the space Follow the gym roster Return equipment quickly Care for the environment	Wear a hat Stay in bounds Use equipment correctly
CANTEEN	Know your choices Control your money	Buy at correct time Buy for yourself Use manners Wait patiently	Wait in line One on step Leave area when served
TOILETS	Use toilets during breaks	Be sensible Allow privacy Keep area clean	Be hygienic Leave when finished
AFTERNOON BUS	Know your routine	Stay seated Wait sensibly Listen to the teacher	Walk Leave with an adult
MORNING ASSEMBLY	Act on messages	Line up correctly Listen to the messages Turn quietly	Walk
HALL ASSEMBLY	Stay focussed	Enter and exit quietly Sit in correct way Listen to the speaker	Walk Move carefully

Whole-School Approach Across the Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	Explicit teaching of expected behaviours through lessons and modelling.	Whole school
Prevention	Trauma-informed practice	Professional learning and classroom management based on trauma-informed practices	Whole school
Prevention	Anti-bullying programs	Whole-school initiatives including cyber safety education.	Whole school
Early Intervention	Check-in/Check-out system	Supportive mentoring with staff for students needing additional guidance.	Identified students
Targeted Intervention	Social skills groups	Small group sessions focusing on communication, self-regulation, and problem-solving.	Identified students
Individual Intervention	Individual Behaviour Management Plans (BMPs)	Tailored plans to address specific student needs.	Students requiring intensive support
Individual Intervention	Risk Management Plan	Formal plan if there are WHS risks in the school	Students with complex behaviour
Individual Intervention	Risk Management Plan	Formal plan if there are WHS risks in the school	Students with complex behaviour
Individual Intervention	Health Care Plan	Formal medication plan or keep staff informed of health needs	Students with health needs

Planned responses to behaviour

A flowchart of planned responses to behaviour across the continuum is included in Appendix 1.

Setting	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
Playground	<ul style="list-style-type: none"> Chronicles for targeted behaviours Active monitoring by staff on duty Calm games space Additional Play with special equipment 	<ul style="list-style-type: none"> Redirection Compass documentation for students to monitor Restorative conversations Time with duty teacher Structured game activities with SLSO to coach SEL 	<ul style="list-style-type: none"> 1:1 playground supervision for targeted students with SLSOs Social scripts Designated play areas Time off playground (in school suspension) if ongoing unsafe behaviours
Classroom	<ul style="list-style-type: none"> Universal classroom reward systems (dojos, etc) 12-1 positives to correction Contact home for positive feedback through Compass Portal and SMS Explicitly teaching the behaviour expectations in line with our values Model expected behaviour 	<ul style="list-style-type: none"> Redirection U-Turn system-reminder of expectations. 12-1 Positives Zones of regulation visuals Restorative conversations 2-5 mins Contact parent/carer 	<ul style="list-style-type: none"> Time out and buddy class system AP/Principal support Contact parent/carer Referral to LST if needed
Whole School	<ul style="list-style-type: none"> Fast & frequent positives Pre-teach expectations Consistent routines & signals Values award draw 	<ul style="list-style-type: none"> Restorative conversations Records in Compass* 	<ul style="list-style-type: none"> Support from Principal

* See Appendix 1 for full Behaviour Management Continuum

Responses to serious behaviours of concern

When responding to serious behaviours of concern, the first step is to ensure the safety of all students. The principal is called to assist and students concerned are redirected with support of staff, to a safe area. Depending on the severity of the situation a Reflection, Caution of Suspension or Suspension may be issued in line with the procedures linked below.

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.

Reporting and recording behaviours of concern

Staff record all behaviours of concern in Compass to facilitate tracking and to comply with reporting processes. 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.

Reflection and restorative practices

At Gundagai Public School, we emphasise proactive practices to reduce the time that a student is taken away from their normal learning environment. However, sometimes these practices are necessary to help students understand expectations and regulate their behaviour.

Restorative conversations are a conflict resolution process that facilitates students' abilities to reflect on behaviours and their impact. They are typically used after repeated minor behaviours and in conjunction with other interventions for major behaviours.

They last from a few minutes up to 15 mins, with expectations appropriate to the age of the students involved. A teacher usually facilitates these conversations, but an executive may also be involved if the behaviours of concern are more serious or persistent.

Regulation Time is a step in the classroom behaviour management process, where a student is directed to take a break when they have not been able to successfully re-engage in the classroom. This lasts 5-10 minutes, with shorter duration for infants and longer duration in primary. Time out offers a chance for students to regulate, and designated classroom spaces may include self-regulation imagery, prompts, etc. Older students may be sent to get a drink of water, go for a walk or do a short 'job' for the teacher.

If Regulation Time is unsuccessful, then students may be sent to a Buddy Class for 5-10 minutes. This offers students a chance to reset and calm down away from their peers.

Reflection is used at recess and lunch and is a more formalised process for students to reflect on persistent minor behaviours or major behaviours of concern. This is usually supervised by an executive. Students are given a chance to eat their lunch and take a toilet break before attending a reflective conversation.

Suspension is only used when a student has repeatedly shown unsafe behaviour in the playground or classroom, or major behaviours, when other interventions have not been successful.

Strategy	When and how long?	Who facilitates?	How are these recorded?
Restorative Conversations	Minor & major behaviours, 1-5 minutes	Teacher	Compass
Regulation Time	Persistent minor behaviour, 5-10 minutes	Teacher	Compass
Buddy Class	After time out unsuccessful, 10 minutes	Teacher	Compass
Reflection	Major behaviours, 5-15 minutes	Executive	Compass
Suspension	Repeated unsafe behaviours, 1-5 days	Executive	Compass

Restorative Conversations

Restorative conversations are a short conversation which occur after an incident between two parties (usually two students) and are facilitated by a teacher and/or executive. The aim of these conversations is to build reflective capacity and model healthy conflict resolution. The range of questions is designed to be flexible for the needs of the students and the severity of the conflict. Ongoing issues of bullying are dealt with by the Assistant Principals and the Principal. Severe and ongoing behaviours of concern are dealt with in more formalised meetings.

W.A.R.M. GPS Restorative Framework		
	Sample Questions	Guidance
W What	What happened? What were you thinking? What have you been thinking since?	Listen without judgement Take turns sharing your account
A Affect	How did this affect other people? How did that choice make other people feel? Who has been affected?	Younger children may need help understanding the impact of their actions. The goal is to understand that our actions can affect others.
R Repair	What can we do to fix this? How can we repair this damage? What should be done to put things right?	Don't demand an apology
M Move Forward	How can we do things differently in the future? What would be a better choice next time?	Help them think of an alternative way to handle the issue. Even if there's no immediate change, it builds a foundation of better conflict resolution

Anti-Bullying Plan

Gundagai 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. Executive staff are committed to establishing School Behaviour Support and Management Plan

evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Gundagai Public School has a designated Anti-Racism Contact Officers (ARCO), who is trained to support anti-racism practices in the school and help mediate any racism-related incidents between students.

Review dates

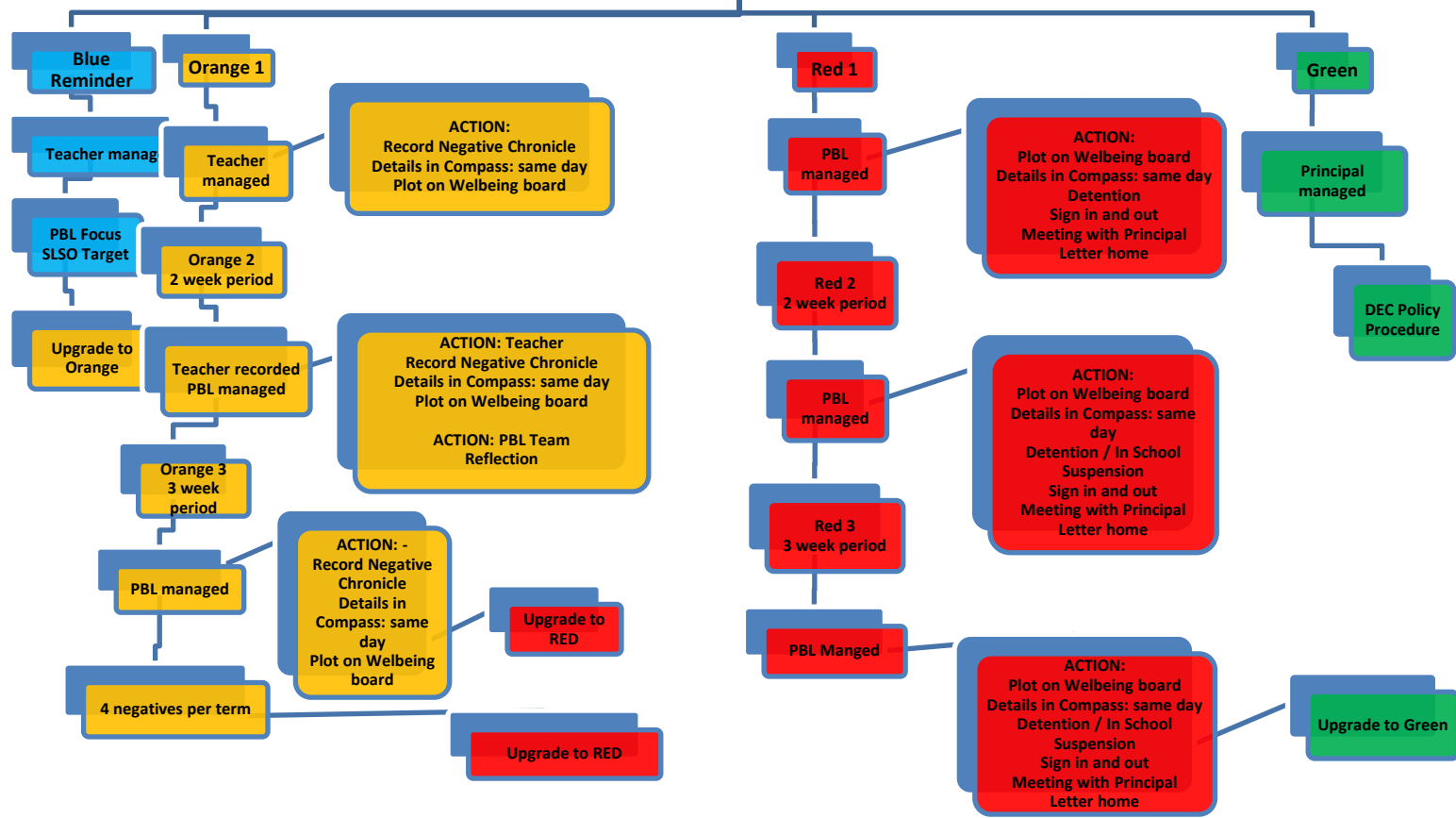
Last review date: Term 4, 2024

Next review date: Term 2, 2025

Behaviour Management Continuum

MINOR	MAJOR	MAJOR	MAJOR
Reminder	Orange	Red	Green
<ul style="list-style-type: none"> Littering Running on cement Not following teacher instructions Not using polite language Rough play Sharing food/money Playing without a hat 	<ul style="list-style-type: none"> Teasing/name calling Playing in the toilets Out of bounds Hitting, kicking, pushing Being rude/disrespectful to adults Inappropriate language Not playing fair Continued non compliance 	<ul style="list-style-type: none"> Leaving the school grounds Insolence Vandalism Fighting Stealing Misbehaviour on a school excursion Spitting on another student Bullying (repeated and deliberate) 	<ul style="list-style-type: none"> Continued disobedience Aggressive behaviour Physical violence Illegal substances at school Use or possession of a prohibited weapon at school Serious criminal behaviour
INFORMAL REFLECTION	FORMAL REFLECTION	DETENTION	SHORT SUSPENSION (UP TO 4 DAYS)
	<ul style="list-style-type: none"> 2 negative chronicles in a 2 week period Action deemed serious by executive 	<ul style="list-style-type: none"> Behaviour contract broken Action deemed serious by executive 	<ul style="list-style-type: none"> Continued disobedience Aggressive behaviour Failure to complete school detention Principal to determine appropriate course of action in accordance with DEC Policy
	<ul style="list-style-type: none"> A lunchtime meeting in the AP office Discussion of actions and consequences 	<ul style="list-style-type: none"> A letter home to parents Detention in the AP office Length deemed by executive <ul style="list-style-type: none"> Level 1 Lunch detention 1.10 to 1.55 pm Level 2 Recess detention 11.15 to 11.45 pm Lunch detention - 1.10 to 1.55 pm Level 3 In school suspension - any time student is not in the classroom. 	<p>LONG SUSPENSION (UP TO 20 DAYS)</p> <ul style="list-style-type: none"> Continue disobedience Physical violence Aggressive behaviour Use or possession of prohibited weapon at school Illegal substances at school Serious criminal behaviour Consistent misbehaviour

CONSEQUENCES



Bullying Response Flowchart



