

GPS School Behaviour Support and Management Plan

Overview

Gloucester Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs/initiatives prioritised and valued by our school community include:

- GPS Five School Expectations, including classroom and playground expectations.
- Weaving Well-Being – Positive Mental Health Program.
- Zones of Regulation.
- Child Protection Education and PDHPE.
- Tribes / Peer Support.
- Student leadership and voice.
- Smooth Start, Infants to Primary, P to H (primary to high school).
- Attendance focus.
- Explicit Teaching and Explicit Instruction – including Engagement and Transitional Norms

Partnership with parents and carers

Gloucester Public School will consult with parents/carers and students during the implementation of the plan through:

- individual and small group consultation, requested feedback using the school newsletter, using the Audiri app to provide information and promotion of the plan, presented and discussed at P&C and AECG meetings, surveys, and discussions. The SRC will be asked to spend meetings discussing the plan, each year and provide feedback. The student voice will guide change. All SRC representatives and Class Captains will discuss the meeting points with their class and class teacher.

Gloucester Public School will communicate the school expectations and plan via:

- Newsletter
- Audiri app
- Class Dojo – teacher to parent/carer communication
- P&C Meetings
- School Website
- Compass (starting semester 2, 2024)

School-wide expectations and rules

Gloucester Public School has the following school-wide explicit rules and expectations that are taught daily:

1. Wear full school uniform with pride.
 2. Play and work safely.
 3. Show respect to yourself and all others.
 4. Care for our school and everything in it.
 5. Be healthy and sun smart.
- Attend school every day.

Our school community recognises the necessity to promote positive student behaviour, personal social and emotional awareness, and resilience to build educational aspiration. We aim to maintain a climate for success and provide a safe, supportive environment, strongly focused on quality learning, and inclusive of all. Our whole school expectations work in conjunction with the NSW Department of Education Behaviour Code for Students.

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](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation Weaving Wellbeing	School wide implementation – common language for staff and students, student self-awareness of emotions using language to identify emotions, students able to use tools/strategies to support regulation, and increased staff skills/mindset. Positive mental health program/tools to enhance student wellbeing.	Whole School
Prevention and Early Intervention	School Expectations	School expectations – school-wide high expectations, classroom and playground system of support that brings together the whole school community to contribute to developing a positive, safe, and supportive learning culture. Proactive positive instructional support for all students, creating a safe and respectful learning environment.	Whole School Parent/Carers

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Playground Behaviour Card	A proactive approach for effective behaviour intervention. Preventative rather than reactive. Students identified after several unacceptable incidents, are supported to build personal and social capabilities.	Individual Students, Executive Staff, LaST, Parents/Carers, Teachers
Individual intervention	Individual Behaviour Support plan	Additional support and guidance to identified students developed collaboratively with the, LaST, teacher, parents/carers, and student. Plan, set goals, implement, monitor review, evaluate. Targeted support for students with identified need.	Individual students, parents/carers, LaST and class teachers
Targeted intervention	Learning and Support	The Learning and Support Team, work with teachers, students, and families to support individual students who require personalised learning and support, this includes the development of risk assessments, the development of short- and long-term goals.	Individual Students, Executive Staff, LaST, Parents/Carers, Teachers

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

Acknowledging Positive Appropriate Behaviour

The GPS Expectation Award process is a yearly reward system broken into four individual term awards and based on our 5 school expectations and the [Behaviour Code for Students](#). Students work towards gaining an Expectation Award each term. The award process commences on Day 1 of each term and runs for the whole term, with an award assembly at the end of the term and a reward session coordinated by the SRC.

Monitoring and recording - expectation charts (either in a hard copy or a digital form) are completed by staff and students daily, through open and honest discussion. The explicit discussion is generated around meeting our school expectations in classrooms, learning spaces, the playground and across the whole school. The 5 school expectations are explicitly taught and modelled, each week. A clear timetable is provided for all staff each term. The expectation is on the front of the newsletter weekly for parents and carers to discuss at home.

If a student does not gain an award in one of the terms, they can try again and strive for an award in the following terms. If a student has received a warning of suspension or suspension, they are ineligible to gain their term award and gain their Gloucester Citizen Award Certificate at the end of the year. Compass is used for monitoring and recording behaviour, discipline, and incidents.

To gain the Gloucester Citizen Award Certificate, a student must have attained all four term expectation awards throughout the year.

Expectation Awards (4 awards – one for each term – Terms 1, 2, 3, 4) – will be presented by staff to students at an assembly in Week 10 or 11. A notification for parents/carers will be placed in the school newsletter and on the Audiri app, inviting them to the assembly. Students will be able to take their award home. At the end of each term, an in-school celebration/reward session will occur to celebrate the attainment of the termly expectation. Students displaying positive appropriate behaviour have the opportunity to attend all 4 reward sessions. If a student gains a warning of suspension (Formal Caution) or a suspension, they will not receive their expectation for that term.

- Term 1 Expectation Certificate - Reward session organised by the SRC.
- Term 2 Expectation Certificate - Reward session organised by the SRC.
- Term 3 Expectation Certificate - Reward session organised by the SRC.
- Term 4 Expectation Certificate - Reward session organised by the SRC.

In addition to the termly expectation reward session, organised by the SRC each term, students who gain the Gloucester Citizen Award Certificate celebrate with an additional reward session.

Gloucester Citizen Award Certificate and Badge – will be presented by the principal or leadership team member to students who have attained all four term expectation awards. Gloucester Citizen Badges and award certificates will be presented at an assembly in Term 4. A congratulatory letter will be sent home with the student inviting them to attend the special event/activity in/out of school.

- Gloucester Citizen Award Certificate - Gains all 4 Expectation Certificates (T1, 2, 3, 4)

Gaining an Expectation Award

- Each term has approximately 50 school days. If a student does not meet the school expectations for 5 days in that term, they will not receive their expectation award for that term. Expectation charts are completed daily in class, through open and honest discussion.
- Students can lose a daily expectation within the classroom, playground and/or at RFF (music, library, PE). Students are provided with a verbal redirection, a visual reminder, and a warning to correct their unacceptable behaviour. At all times, the teacher is reminding the student of the school expectations and better choices.
- If students attend Reflection Room as a consequence for inappropriate behaviour for not meeting our GPS expectations, that is counted as a loss of daily expectation. Parents/carers will be sent an SMS, if their child attends Reflection Room for their inappropriate behaviour.

Other Awards/Rewards available at GPS

- **Weekly Class Awards** – three class award certificates are presented by teaching staff at stage assemblies celebrating student achievement and positive engagement with learning. Photos are published in the weekly newsletter.
- **Class Dojo** - is used by some class teachers (predominately K-2 classrooms) as a class reward system to reinforce expectations and student engagement within each individual class. At an allocated number of Class Dojos, the class is rewarded as a whole. (number of Class Dojos and rewards are discussed and agreed upon by each class). Class Dojo is also used as a communication tool for teachers, to communicate happenings and achievements during the school day with parents/carers.
- **House Points** - are used as a reward system for primary classes, as an incentive and to promote collaboration and team spirit across Years 3-6. The winning house is announced at the annual presentation event, with the winning house captains accepting the Carson Shield.

- **Class Rewards (Classroom Management)** – rewards organised by each class teacher for their class.
- **Playground Raffle Tickets/Playground Reward Voucher** - staff on playground duty give at least three and up to five raffle tickets to students that are displaying the 5 school expectations. These tickets are placed in the reward box in the school admin office. Three names are drawn from the box weekly at the whole school Monday morning assembly. Students receive a reward voucher for a small amount at the school canteen (\$3.00) and keep the reward voucher to take home and share with their parent/carer. A photo is published in the weekly newsletter.

Acknowledging Student Leadership

Student leaders have a significant role at Gloucester Public School. It is primarily through the student leaders that all students are represented in the decision-making at our school. Students in Years 1-6 will have a class captain and students in Years 1-6 will have a representative on the Student Representative Council (SRC). This also includes the school captains and the executive of the SRC.

The aim is to provide opportunities for a wide range of students. The SRC representative will hold the position for the year and attend weekly meetings to ascertain the student voice.

School Captains, SRC executive and House Captains will be announced and badged at the annual presentation event in Term 4. Library Monitors, Computer Monitors, Class Captains and SRC class representatives will be badged at an assembly within the first term of school each year.

Requirement to be a student leader at GPS - If a Year 5 student wishes to be nominated as a leader - School Captain, SRC Executive member or a House Captain, the student must not have been suspended in Year 5 and not have received 3 referrals annually to Reflection Room for inappropriate behaviour. A contract for all school leaders, clearly stating the schools' expectations, will be presented to all leaders, and signed by the student, parent/carers, and principal.

At the first SRC meeting in Term 1, the SRC will vote and decide on the roles of the executive. A student can only hold one leadership position in a given calendar year e.g., Captain or House Captain or Class Captain. This provides more roles for all Year 6 students throughout their final year at GPS.

Procedures for School Captains, SRC Executive & Sporting House Captains (approximate timeframe)

Term 4 - Week 3 or 4

Principal/member of the leadership team will speak to the Year 5 students about the qualities of leaders and the expectations at GPS to become a student leader. This will also have been discussed throughout the year by the class teachers.

Term 4 - Week 4 or 5

Year 5 students decide if they would like to participate in the leadership process and nominate themselves. All Year 5 students nominate potential leaders by secret ballot - 1 boy and 1 girl. Students can nominate themselves.

All staff members nominate potential student leaders – 1 boy and 1 girl. Students must be nominated by one or more students and one or more teachers to be considered in this process.

Term 4 - Week 5 or 6

The list of students who have been nominated by both students and staff is discussed by the school leadership team at an executive meeting.

The names of the students nominated by both students and staff are announced to the Year 5 cohort.

Term 4 - Week 7

Students who wish to be School Captains or SRC members will prepare a 2–3-minute speech for the following whole school assembly or a special assembly depending on time constraints. The speeches will be written at school.

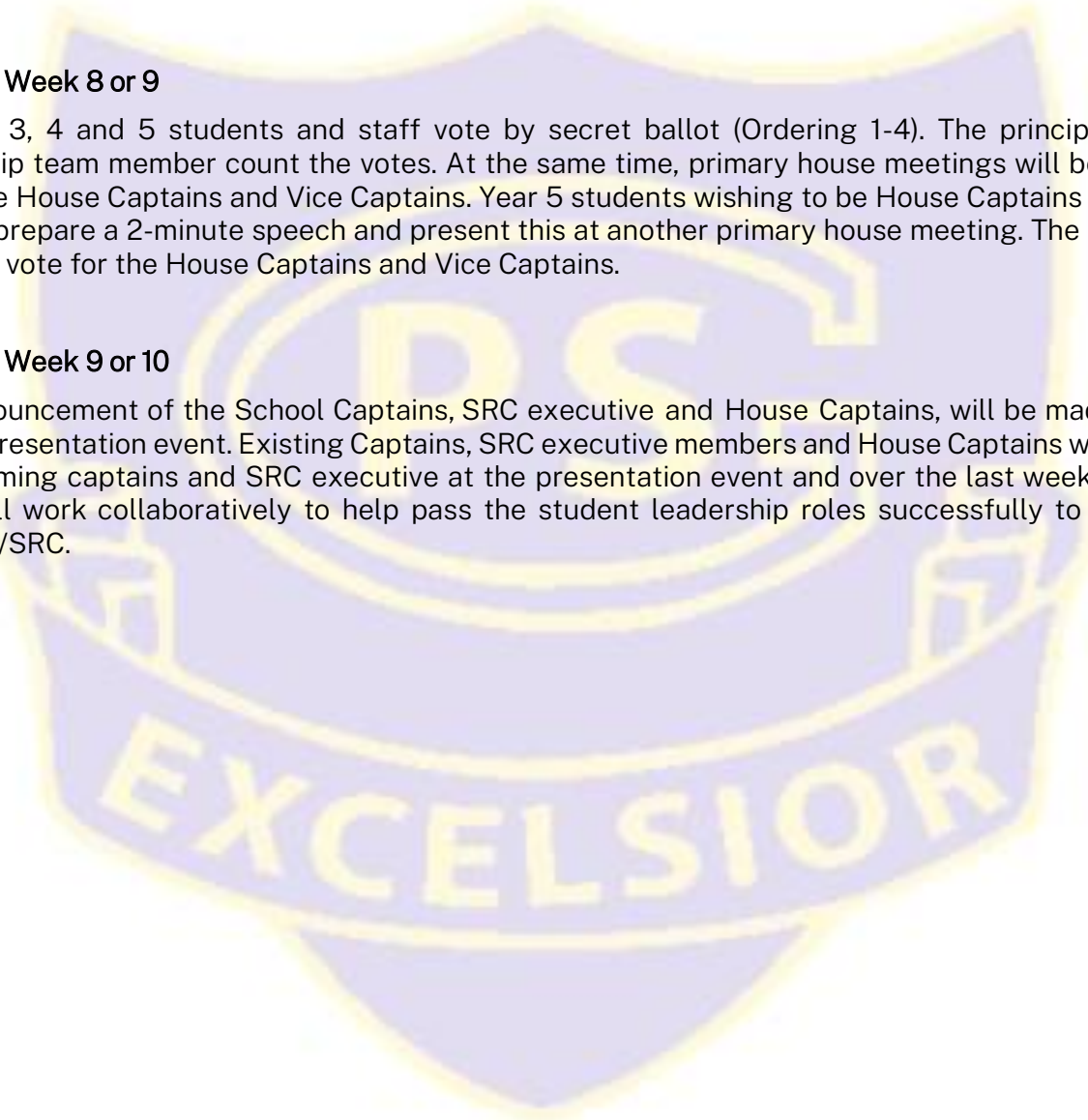
Students can consult with their parents/carers and bring ideas from home; however, parents/carers cannot write their child’s speech. Speeches should address - why students want to be a leader, their personal qualities, why students and staff should vote for them, responsibilities, values, school expectations etc. Each student candidate can have one poster that will hang in the school hall.

Term 4 - Week 8 or 9

Years 2, 3, 4 and 5 students and staff vote by secret ballot (Ordering 1-4). The principal and a leadership team member count the votes. At the same time, primary house meetings will be held to nominate House Captains and Vice Captains. Year 5 students wishing to be House Captains will then need to prepare a 2-minute speech and present this at another primary house meeting. The students will then vote for the House Captains and Vice Captains.

Term 4 - Week 9 or 10

The announcement of the School Captains, SRC executive and House Captains, will be made at the annual presentation event. Existing Captains, SRC executive members and House Captains will badge the incoming captains and SRC executive at the presentation event and over the last week/s of the term, will work collaboratively to help pass the student leadership roles successfully to the new captains/SRC.



Inappropriate Behaviour and Behaviour of Concern

Classroom Behaviour

Managing unacceptable behaviour is achieved using clear expectations and consequences, to provide a safe, supportive, and responsive learning environment for everyone.

Our Steps

1. Verbal Redirection – reminder of school expectations and appropriate acceptable behaviour.
2. Visual Reminder – Student’s name on the board and reminder of the school expectations.
3. A symbol next to the student’s name and a class determined consequence e.g., 10 minutes - no play at recess or lunch.
4. Two symbols next to the student’s name - Loss of Daily GPS Expectation
5. Three symbols next to the student’s name – Student asked and escorted by a peer to attend Buddy Class to reflect and calm. The student will attend Reflection Room to discuss the incident and complete a reflection sheet.

What it looks like:



1. Please STOP and respect our learning time. Remember our school expectations.



2. Name on the board – Please STOP & do not continue. Remember our school expectations.

3. Name  **Class Consequence**

4. Name   **Loss of Daily GPS Expectation**

5. Name    **Go to Buddy Class and Reflection Room**

Any student sent to buddy class will attend Reflection Room at the next available lunch time. (1.00pm after eating time)

Behaviour warnings/redirections are recorded daily on Compass (School Management Software Platform).

Playground Behaviour

In the first instance, students are supported by redirection of unacceptable behaviour, using positive strategies and tools identified from the Zones of Regulation and reminded of the school expectations.

- Student concerns are discussed with the teacher on playground duty.
- If the concern is minor (e.g., playing unfairly, out of bounds, minor disagreement) the concern will be resolved by walking with and talking to, the teacher, with possible time out (a time to sit and think/reflect). No further action is taken, after the time out.
- If the concern requires further action (e.g., not following instructions, absconding, concerns that require extra follow up), the teacher will refer the student to the Reflection Room at lunchtime to discuss the concern further with a member of the leadership team and complete a reflection sheet online. The member of the leadership team will discuss the incident with the student, help the student, reflect on their behaviour, and discuss strategies and better choices. If the teacher on duty refers a student to Reflection Room at the later part of second half lunch, the student will attend Reflection Room, the next day. At the earliest convenience, the teacher on duty will complete an online Compass Chronicle Behaviour Notification.
- Some concerns need immediate action (e.g., violence, directed swearing, bullying and disrespect). Students displaying these behaviours will be immediately referred to a member of the leadership team and referred to Reflection Room. At the earliest convenience, the teacher on duty will complete an online Compass Chronicle Behaviour Notification and the school principal will be notified of the incident. Parents/carers will be contacted by the member of the leadership team.
- From January 2024, an SMS will be sent to a parent/carer if their child attends Reflection Room. The message asks the parent/carer to talk to their child, discuss the reason for attending Reflection Room and contact the school the next day, if they wish to do so or have concerns.
- Students requiring additional behaviour support in the playground may be given a playground behaviour monitoring card to ensure consistent reminders of school expectations are provided by the staff member on duty and the students' behaviour in the playground is monitored closely. This is at the discretion of the member of the leadership team and the team member will contact the parents/carers.
- **PLAYGROUND/CLASSROOM EMERGENCY/SERIOUS INCIDENT** – if an incident occurs that requires immediate assistance, teachers on duty will send a RED CARD. This may be used for medical or any serious or immediate actions.

Please note:

School Representation - Students who are referred to Reflection Room three or more times in a term or the term prior to the event for inappropriate behaviour or have been suspended, will not be permitted to represent the school, or participate in external school events (e.g., PSSA Trials). The exclusion of a student from participating in any activity is at the discretion of the principal and discussed with parent/carers. On the third referral to reflection room for inappropriate behaviour, parent/carers will be contacted. All school representation will include a code of conduct for behaviour with students agreeing to and signing, to abide by all rules of the events, and acknowledging that misbehaviour both at school and/or at an event, may result in missing future events.

Excursions - All GPS excursions require Parent/Carer/Student information/consent and the signing/acknowledgement of the Student Code of Conduct, based on the NSW DoE Behaviour Code for Students and the 5 GPS School Expectations.

Responses to serious behaviours of concern

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 student's conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern.

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

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- All behaviours of concern at GPS are recorded in Compass (from 2024 onwards) to ensure visibility for all staff and to analyse and identify patterns of behaviour to guide improvements, improve mental health/wellbeing and encourage positive relationships.

Anti-Bullying Plan

Bullying at Gloucester Public School is not tolerated and will be dealt with seriously. Bullying devalues isolates and frightens. It affects an individual's ability to achieve and has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

The school has an anti-bullying plan which is updated annually.

There are 3 types of bullying behaviour:

- Verbal bullying which includes name calling or insulting someone about their physical characteristics such as weight or height, or other attributes including race, sexuality, culture, or religion
- Physical bullying which includes hitting or otherwise hurting someone, shoving, or intimidating another person, or damaging or stealing their belongings
- Social bullying which includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person.

The behaviours alone don't define bullying.

If any of these behaviours occur only once or are part of a conflict between equals (no matter how inappropriate) they are not bullying. It is important to note that when a behaviour occurs online and is published, distributed, or shared to a wider audience, that this may be considered bullying.

Verbal, physical, and social bullying can occur in person or online, directly, or indirectly, overtly, or covertly.

Bullying occurs everywhere in our society. Everyone in our school community and the wider community has the responsibility to work together to address bullying to ensure students are safe at school, free from the fear of bullying, harassment, intimidation, and victimisation. Any person who bullies another is denying them that right. Our school expectations and the Behaviour code for students reflect an environment where all persons have the right to be treated with respect and fairness.

Recording all incidences

All incidences of bullying at Gloucester Public School will be recorded by the class teacher and/or the teacher on playground duty on Compass. All staff have access to Compass and are made aware to monitor behaviours.

What happens?

Staff at our school will:

- listen to reports of bullying.
- protect the bullied child; and
- monitor and record the incident on Compass and/or refer the incident to Reflection Room for further discussion/investigation.

Continuation of unacceptable behaviours

- If a student is found to be bullying again, the parent/carers will be contacted, and a verbal warning provided for a formal caution of suspension for the unacceptable behaviour.
- If the bullying continues, an interview will be requested with parent/carers and a formal caution issued for 50 school days.
- If the student continues to bully others, the student will be suspended from school in line with the Department of Education [Suspension and Expulsion procedures](#). In cases involving physical violence/significant risk of harm and/or serious behaviours of concern, this may be an automatic suspension.

Please note: the principal and school staff will use their professional judgement when dealing with each differing incident.



Reflection and restorative practices

Reflection Room provides time to collaboratively discuss the concerns/issues with the support from an executive teacher and the completion of an online Reflection Sheet based on the Zones of Regulation, to support student's understanding of the impact of their behaviour. Reflection and regulation of emotions and behaviours.

Students also having difficulty following school expectations in the playground are encouraged to use/visit the Reflection Room to resolve minor concerns with teacher support. Students may refer themselves to the Reflection Room to assist in resolving concerns or potential problems. Some behaviours may be referred directly to Reflection Room (or the principal).

Please note: Students who are referred to Reflection Room three or more times in a term or the term prior to the event, for inappropriate behaviour or have been suspended may/will not be permitted to represent the school or participate in external school events (e.g., PSSA Trials). The exclusion of a student from participating in any activity is at the discretion of the principal. On the third referral to reflection room for inappropriate behaviour, parent/carers will be contacted. All school representation will include a code of conduct for behaviour with students agreeing to and signing, to abide by all rules of the events, and acknowledging that misbehaviour both at school and/or at an event, may result in missing future events.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room SMS sent to parents/carers using Compass	1.00pm - 1.30pm Lunchtime after eating	Members of the Leadership Team (executive)	Compass
Reflection Room – 3 times in a term – will not represent the school or participate in external school events e.g., PSSA, Gala Days.	Termly	Members of the Leadership Team	Compass

Excursions

Work Health and Safety risk assessments may determine a student to be a risk when attending an offsite school event, where the safety to the student, other students and/or teachers is of concern. The student's behaviour may be supported in the everyday school setting; however, it may be a risk in a less structured/supported environment with routines altered, or longer than a school day type of activity. Records of inappropriate/unacceptable behaviour are needed to support such an assessment.

If it is determined that a student's behaviour is a risk and the student will not be participating in an excursion, the teacher, parent/carers, and school principal will discuss concerns and attempt to resolve the issue. A follow up letter, outlining the discussion and decisions of the meeting, will be provided to the parents/carers.

Review date

Last review date: Term 1, February/March 2024 in consultation with the P&C, AECG president, SRC (discussions, reflection, and feedback) and GPS staff.

Next review date: Day 1, Term 2, 2025 after consultation throughout Term 1, 2025

NSW Department of Education

Behaviour code for students

Information for students and parents or carers



NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public school's students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members.
- follow school and class rules and follow the directions of their teachers.
- strive for the highest standards in learning.
- act in a courteous and respectful way that makes all members of the school community feel valued, included, and supported.
- resolve conflict respectfully, calmly, and fairly.
- meet the school's agreed uniform policy or dress code.
- attend school every day (unless legally excused)
- respect all property.
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning.
- be treated with respect by other students, teachers, and school staff.
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive, and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

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 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 in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- 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

- 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

- 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.

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If this is a printed document, refer to the department's Policy Library for the most recent version.