

NSW Department of Education

St Georges Basin Public School Behaviour Support and Management Plan

Overview

St Georges Basin Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. (Appendix 2)

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:

- The Basin Way
- Zones of Regulation
- Project Paws
- Be You
- Circle Time

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

St Georges 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. 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.

Partnership with parents and carers

St Georges Basin Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carers and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

St Georges Basin Public School will communicate these expectations to parents/carers through the school newsletter 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

St Georges Basin Public School follow the ROARS values and rules:

To be responsible, on task, active learner, respectful and safe learners.

Responsible	On Task	Active Learner	Respectful	Safety
Right place right time	Listen to your teacher	Be on time	Be kind and value others	Walk on the concrete
Keep hands and feet to self	Follow instructions	Be ready to learn	Use appropriate language	Play safely and share equipment
Wear school uniform	Right voice right place	Work co-operatively	Accept differences	No hat shade play
Stay in bounds	Work co-operatively	Overcome challenges	Care for our environment	Leave sticks on the ground
Report problems	Ask for help	Be your best	Care for all property	Eat your own food
When bell rings stop play and walk to class				Wash your hands

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

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 are set within The Basin Way and 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 (Appendix 2)
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning

- providing carefully sequenced engaging lessons
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	The Basin Way	<p>A civics and citizenship program to explicitly teach children respectful behaviour, school expectations and how to take pride in their school. This program also focuses on interacting with others in formal and informal situations, understanding differences and respecting opinions, and taking responsibility.</p> <p>The Basin Way is taught across all year groups, supporting a continuity of learning. Teachers and leaders believe it plays an important role in supporting all children to make a strong and successful start to school as it lays a solid foundation for learning. The Basin Way has resulted in very little learning time being wasted because children are settled, ready to learn and feel a strong sense of belonging at school.</p>	All
Prevention	Zones of Regulation	<p>Zones of Regulation program is an empowering instructional tool to build safe, supportive environments that foster learning and well-being for all.</p> <p>Learners benefit from:</p> <ul style="list-style-type: none"> • Increased self-awareness and social and emotional skills • A common language for communication, problem solving, and emotional understanding • More time spent on learning instead of on behaviour management • A healthier, more inclusive school climate 	All
Prevention	National Week of Action (NWA)	Our school participates in Bullying No Way the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted	Be You	Be You – Social and Emotional Learning (SEL) involves developing the ability to understand and manage our emotions, establish positive relationships, develop empathy for others, set and achieve goals and feel good about ourselves. Be You	Students K - 6

Care Continuum	Strategy or Program	Details	Audience
		empowers educators, helping them to develop valuable mental health skills and knowledge, while also providing an effective model for implementing a whole-learning community approach to mental health and wellbeing.	
Prevention / Early Intervention / Targeted	Circle Time	Circle Time is an effective method of socially mediated learning. Children learn well from one another, particularly when the social and emotional context feels safe and accepting. Circle Time enhances the sense that children have of 'belonging' to the class group through sharing information about each other, getting to know one another better, playing games and having fun.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Project Paws	School support dogs in the classroom can be used to calm fears, relieve anxiety, and teach skills. Project Paws aims to support students in their educational endeavours. Project Paws supports student's psychological and emotional development.	Selected classes
Targeted / Individual intervention	Learning and Support (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	Stage Assistant Principals refer students to LST. Stage AP's will then convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, AP
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

Identifying behaviour of concern, including bullying and cyberbullying

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.

See Appendix 1.

St Georges Basin Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- 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 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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. 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.

- **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.
- Corrective responses are recorded in School Bytes Welfare system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● seat change ● stay in at break to discuss/ complete work ● conference ● reflection and restorative practices ● time-out to reset or removal from activity ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● time-out to reset or removal from activity ● reflection and restorative practices ● communication with parent/carer.

St Georges Basin Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Zones of Regulation consists 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 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 stage supervisor 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.	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 in School Bytes.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference, time-out to reset. 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 School Bytes and contact parent/carer by phone. Executive/principal may consider further action e.g., reflection, removal from activity/activities, formal caution or suspension.
4. Social emotional learning lessons are taught (Zones of Regulation, Circle Time) weekly.	4. Teacher records on School Bytes 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) and/or AP Student Welfare.	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 phone calls or Seesaw are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or Seesaw 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 School Bytes. 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.

Reporting and recording behaviours of concern

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

- [Incident Notification and Response procedure](#)
- [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.

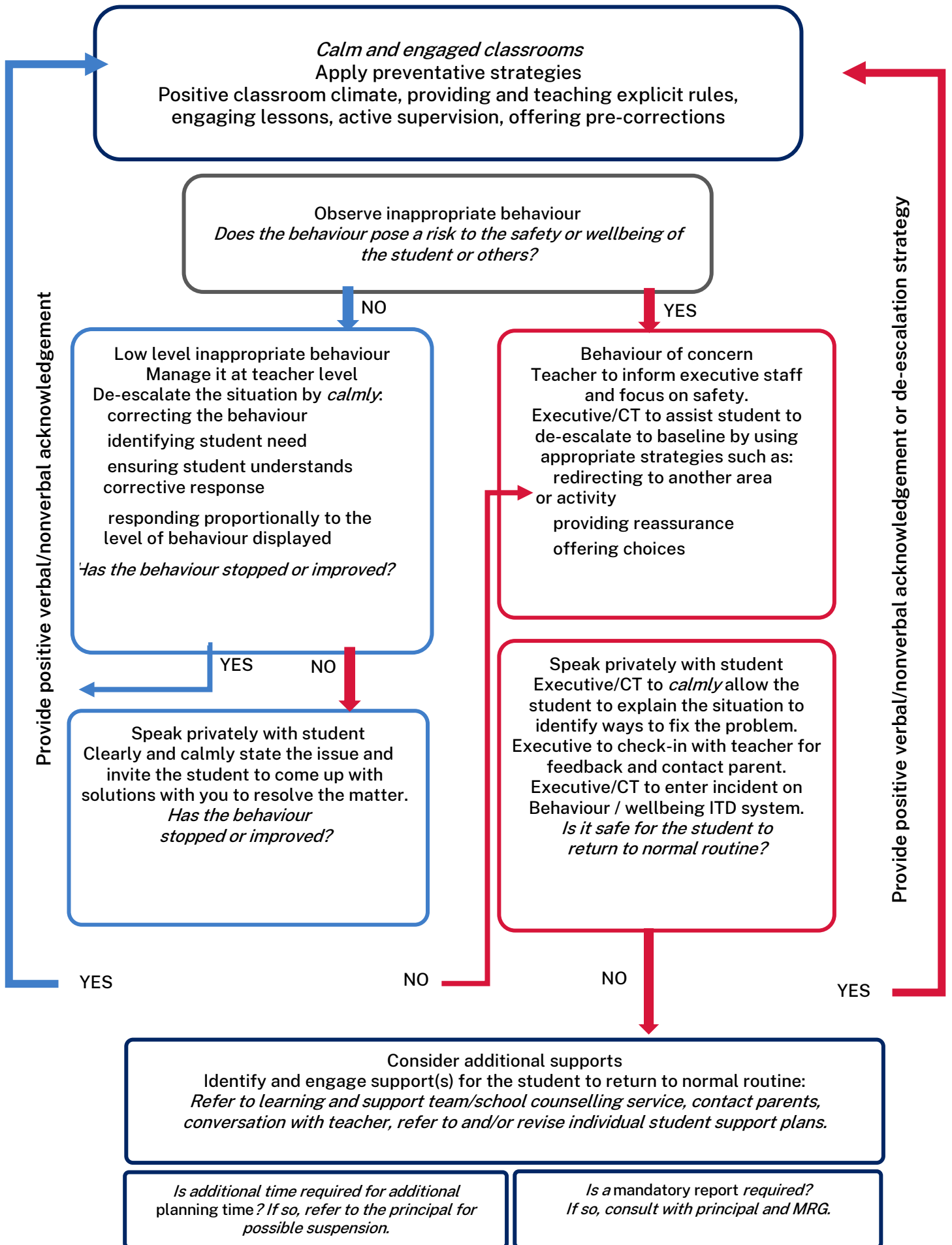
Strategy	When and how long?	Who coordinates?	How are these recorded?
Time-out to reset – students are withdrawn from an activity for a set period and relocated to space in classroom, buddy classroom, AP or office following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices on return to class or activity	Day of incident for 10mins or until calm	Class teacher Assistant Principal	Documented in School Bytes
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Day of incident or next day at lunch	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office, classroom or Games Room or a designated play area 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 (reflection)	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – conflict resolution in groups	Scheduled for next break or class time	Assistant Principal	Documented in School Bytes

Review dates

Last review date: 4/02/2025

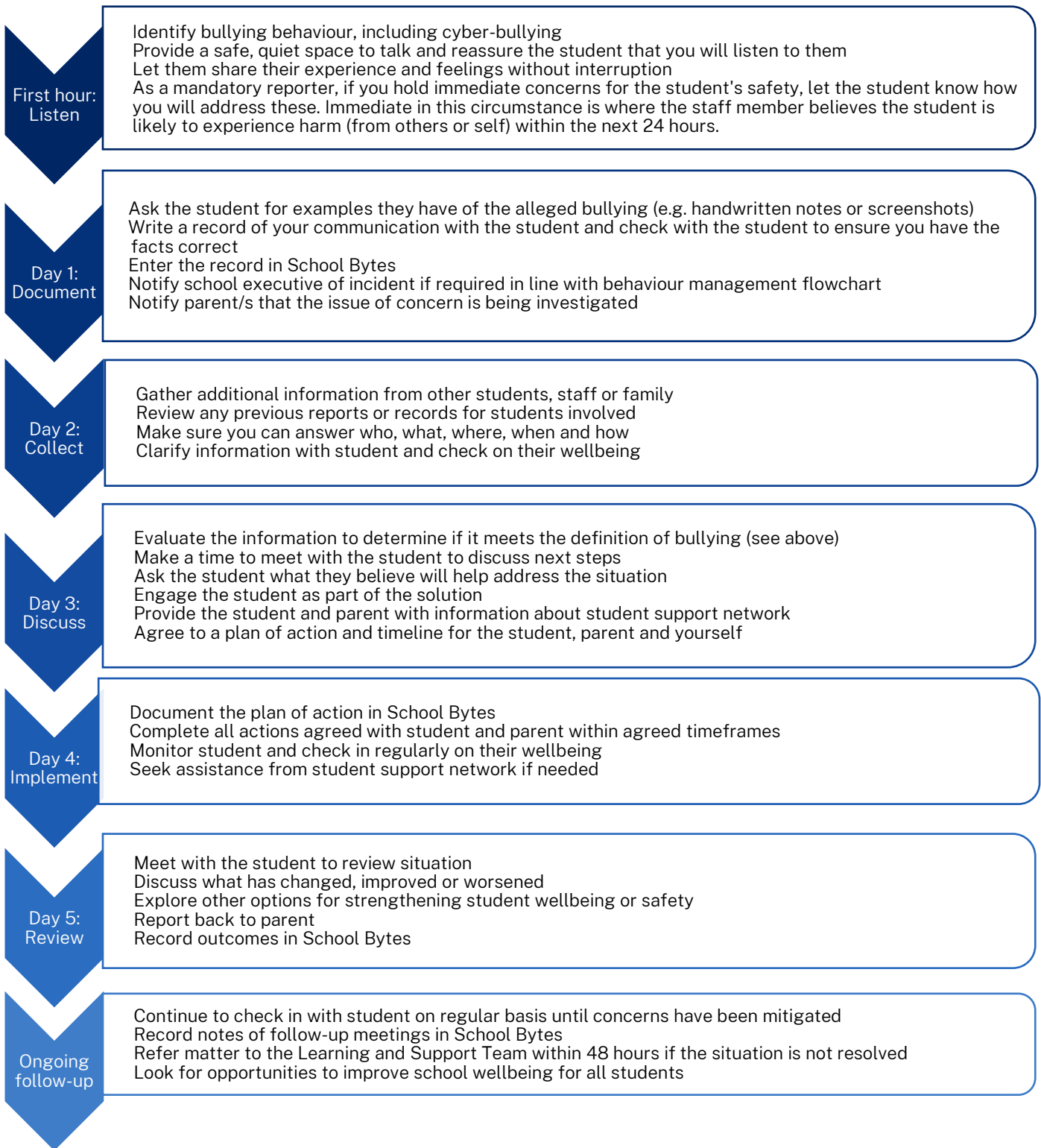
Next review date: 4/02/2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

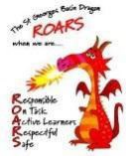
The following flowchart explains the actions St Georges Basin Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgement of staff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



Appendix 2:



St Georges Basin Public School Promoting Positive Student Behaviour



The Positive Behaviour system encompasses all that happens within the school to reward positive behaviours. Our reward system is designed to encourage and provide individual students with positive recognition of achievement in their school life. The intent of the system is to encourage each of the students to do his or her personal best with the ultimate aim for each child to seek intrinsic rewards for their own behaviours. It includes:

SGBPS Dragon Awards

The attainment of 10 champion points leads to a SGBPS Dragon Award. Students can move up the Champion Chart for being:

- Responsible
- On Task
- Active Learners
- Respectful
- Safe

A bonus champion point will be awarded at the end of each week if a student has had **100% attendance** for that week. Another bonus champion point will be awarded at the end of each week if a student has **worn the correct uniform** each day of attendance.

A student who is away representing the school and behaves positively will be awarded a champion point for that day.

SGBPS Class Merit Awards

Class Merit Awards are awarded in recognition of an achievement or appropriate behaviour in the classroom or in the playground. Class Merit Awards are presented at the school assembly each fortnight. Class Merit Awards equate to a Dragon Award and can be used to attain a SGBPS Bronze, Silver or Gold Award. Sport carnival certificates and end of year Class Presentation Day certificates are not included in the merit system. The students receiving a Merit Award at an assembly are recognised in the School Newsletter.

SGBPS Bronze Dragon Award

The attainment of five SGBPS Dragon Awards and /or Merit Awards leads to the presentation of a SGBPS Bronze Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behaviour Monitoring Card. The students receiving this award are recognised in the School Newsletter.

SGBPS Silver Dragon Award

The attainment of six SGBPS Dragon awards and /or Merit Awards after receiving a SGBPS Bronze Dragon Award leads to the presentation of a SGBPS Silver Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behaviour Monitoring Card. The students receiving this award are recognised in the School Newsletter.

SGBPS Gold Dragon Award

The attainment of seven SGBPS Dragon awards and /or Merit Awards after receiving a SGBPS Silver Dragon Award leads to the presentation of a SGBPS Gold Dragon Award by the Principal at an assembly. Dragon Awards may be withheld until the following Stage assembly if a student has had negative behaviour entries recorded or is currently on a Behaviour Monitoring Card. The students receiving this award are recognised in the School Newsletter.

SGBPS Principal's Award

The attainment of five SGBPS Dragon Awards and/or Merit Awards after receiving a SGBPS Gold Dragon Award leads to the presentation of a SGBPS Principal's Award at the last Dragon Award Assembly of the year. The SGBPS Principal's Award may be withheld if a student has had negative behaviour entries recorded or is currently on a Behaviour Monitoring Card.

SGBPS Diamond Dragon Award – Year 6 ONLY

Year 6 nominations by the Year 6 class teachers go to the SGBPS Executive team for the attainment of a SGBPS Diamond Dragon Award and will be awarded to Yr 6 students who have achieved:

- SGBPS GOLD Dragon Award in their primary school years and have performed at an outstanding level in all areas inside and outside the classroom, over a period of time
- Has always followed the school's ROARS values in all settings
- Has maintained consistent attendance over the years
- Participated consistently in all school events
- This award is presented by the Principal at assemblies in Term 4. (The students receiving this award are recognised in the School Newsletter)

House Points – ROARS (Free and Frequent)

House Points are awarded to students for demonstrating positive behaviour and achievement reflecting the school ROARS values and rules, both in and out of the classroom. House points are counted each week to determine a weekly winning house.

- The winning house, i.e. the one whose members have received the most house points during the week, will be announced at the Monday morning assembly. The house that has had the most weekly wins for the term will receive a reward at the end of each term.
- At the end of the year, the house with the most points (inclusive of all sports carnivals) – will be deemed the champion house for that year and the SGBPS Champion House Shield will be awarded to the House Captains at the Yr 3-6 Presentation Day Assembly (the shield will then be taken around to the K-2 classrooms by the House Captains to share the results with them).

Attendance

Classes with the highest attendance each week will be rewarded with a treat each Friday.

At the end of each term students will receive:

- 10 Champions for 100% attendance
- 5 Champions for 95-99% attendance
- 2 Champions for 90-94% attendance

Positive Postcards

Positive Postcards celebrate students' positive behaviours that support and promote the well-being of others with parents and carers. These positive postcards will be a surprise to parents as they will be mailed home throughout the year. Not all children may receive a positive postcard mailed home. These do not replace the school merit award system; they are special additions celebrating students supporting each other.