

Guise Public School Behaviour Support and Management Plan

Overview

Guise Public School is committed to providing an inclusive, proactive, prevention focused approach to behaviour where all students receive behaviour support appropriate to their needs. We explicitly teach and model the behaviours we value in our students in a safe, supportive and responsive learning environment.

All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, Guise Public School incorporates comprehensive and inclusive strategies that create an environment with clearly defined behavioural expectations.

The program that underpins the School Behaviour Support and Management Plan is the You Can Do It program. The main purpose of the YCDI program is to optimise the social, emotional and academic outcomes of all students. Its unique contribution is in identifying the social and emotional capabilities that all students need to acquire in order to be successful in school, experience wellbeing and have positive relationships. It encourages prevention, promotion and intervention efforts in order to build the social and emotional strengths of all students. The YCDI program has, at its core, 5 emotional characteristics (Resilience, Persistence, Getting Along, Confidence & Organisation) supported by Positive Habits of Mind that all students need to experience achievement, positive behaviour and relationships and emotional wellbeing.

Our behaviour support strategies are in line with the approaches endorsed by the NSW Department of Education, focusing on proactive and preventative measures to encourage positive behaviour and improve the learning experience for all students. The school places a strong emphasis on working closely with families and the wider community to reinforce common values, ensuring every child feels supported and valued throughout their education. This collective approach helps foster a dynamic school culture that encourages lifelong learning and the development of compassionate, responsible citizens who are ready to make a positive impact on society.

Partnership with parents and carers

When parents enrol their children at Guise Public School they enter into a partnership with the school. This partnership is based on a commitment to reinforce shared values, ensuring every child feels safe and supported whilst at school. Collaboration between the school and families promotes positive behaviour and success at school whilst supporting student wellbeing. The steps for involving families in discussions about behaviour include:

- Communicating behaviour expectations to families and the school community through the school newsletter, digital platforms, emails and the school website (including multilingual resources).
- Having numerous communication channels that encourage communication between families and teachers/executive staff if families have concerns about their child's behaviour.

- Actively seeking feedback from families on behaviour management processes and wellbeing initiatives through surveys, forums, community planning events and using the information collected to reflect on and current practices and initiatives.
- Meetings to discuss supports for students with identified behaviour needs which may include the family, members of staff, departmental personal and external agencies. At these meetings, the students strengths and areas of need are discussed and a support plan is developed in collaboration with all stakeholders. Positive behaviour is celebrated through regular communication with the family and support plans are collaboratively reviewed and revised to ensure correct supports are in place.
- Families can understand the school wide behaviour expectations through the YCDI Behaviour Matrix. These were developed based upon the 5 foundations of the You Can DO It program and clearly define the expected behaviours across a number of school contexts. Each specific area across the school has an individual matrix that outlines the expected behaviours.

Guise Public School actively fosters collaborative partnerships with families and the community to establish a shared understanding of how to best support student learning, safety, and wellbeing.

School-wide expectations and rules

Expectation – Getting Along	Expectations - Persistence	Expectation - Resilience
Include others	Be relentless	Bounce back
Show kindness	Keep trying	Don't give up
Work together	Never quit	Stay strong
Respect everyone	Growth mindset	Be flexible

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 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	The Berry Street Education Model	The Berry Street Education Model (BSEM) provides strategies that enables teachers to increase engagement with students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. By creating proactive, pre-emptive and strengths based classrooms, students learn better.	All students, staff and families at Guise Public School.
Prevention	You Can Do It Program (INSPIRE lessons)	The Inspire Team is a student-led team who co-design and co-teach wellbeing lessons. These lessons are based on school behaviour data and address the need for creating positive learner dispositions throughout the school, therefore enabling students to make better choices. During these lessons, students explicitly teach the '5 Keys to Success' of Getting Along, Organisation, Persistence, Resilience and Confidence as well as Berry Street Trauma Informed practices and strategies. Lessons have also focused on anti bullying strategies.	All students, staff and families at Guise Public School.
Prevention	Child Protection Lessons	We provide education on child protection to ensure students understand their rights, personal safety, and how to seek help. This education empowers students to recognise unsafe situations and respond appropriately.	All students, staff and families at Guise Public School.
Early intervention	Social Skills Programs	Small group structured social skills programs that are effective in improving children's social emotional competence, communication, self-regulation, school participation and positive behaviours.	Students K-2 identified as showing early signs of social-emotional difficulties.
Early Intervention	Positive Mental Health	Small group structured program that gives children the tools and strategies to cope at school, learn effectively, build confidence, make friends and enjoy getting involved in extra-curricular activities.	Students 3-6 identified as showing early signs of anxiety.
Targeted intervention	Learning and Support	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include development of risk assessments and the development of short- and long term goals.	All students, staff and families at Guise Public School.
Targeted Intervention	Attendance Support	Students are referred to the attendance coordinator who will the work collaboratively with students, families, teachers, the HSLO and external agencies (where appropriate) to address barriers to improved attendance and set attendance goals.	Identified students, attendance coordinator

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Check In Program	Identified at risk students will choose a teacher mentor to meet with on a daily basis. The goal of the Check In program is to support students to make positive choices. The teacher mentor will provide the student with feedback and set expectations/ goals to promote positive behaviour and wellbeing.	Individual students exhibiting persistent behavioural concerns, who require more tailored support.
Individual Intervention	Individual Behaviour Support Plans (IBSP)	Students with significant behavioural needs have an individual behaviour support plan developed in collaboration with families, teachers and other personnel (if required). These plans outline specific goals and strategies to support the individual student's needs. Regular review and adjustments are made to ensure they are fit for purpose.	Individual students exhibiting persistent or severe behavioural concerns, who require more tailored support.

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

Guise Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, including:

- 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.

At Guise Public School, we have implemented structured approaches to behaviour across three main areas: prevention, early intervention, and targeted/individualised support. These strategies are designed to foster a positive school culture, address inappropriate behaviour, and manage concerns such as bullying and cyber-bullying.

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
Behaviour expectations are taught regularly through fortnightly INSPIRE lessons and use of the YCDI Behaviour Matrix around the school.	Refer to school expectations and/or emotional regulation visuals and other supports to assist students in self-regulating their behaviour.	Consistent reminders of the procedures for students to report bullying and cyber-bullying incidents anonymously or to trusted adults. Staff initiate a prompt and thorough investigation into these reports. Provide access to emotional support for students impacted by bullying and ensure there are clear consequences for students that engage in bullying behaviour.
Teachers model positive behaviour and use the YCDI language when discussing behaviour expectations with students.	Use rule reminders, re-teaching and provide choice so students have opportunities to meet the classroom/playground behaviour expectations.	Teachers/support staff notify executive staff of behaviours of concern, if there is a safety risk this needs to be done straight away.
Whole school reward system (YCDI), where students displaying behaviours related to the 5 keys are celebrated for their positive behaviour.	Staff provide immediate, specific corrective feedback when minor inappropriate behaviours are observed.	Teacher/executive staff take immediate steps to restore safety and de-escalate the situation using appropriate strategies. These may include redirecting the student to another area, engaging the student in calm conversation, offering choice.
YCDI behaviour flow chart used in individual classrooms to encourage positive behaviours.	Staff offer students opportunities to reflect on their behaviour through guided reflection activities, helping them explore alternative choices, understand the impact of their actions on others, and learn how to repair any relationships that may have been affected.	Teacher/executive staff collect information, reviewing the incident from all perspectives. Teacher/executive record the incident on the school tracking system and appropriate consequences are discussed. An executive member contacts the family by phone.
Organisation of events and activities that recognise student achievements and reinforce desired positive behaviours.	Staff record behaviours on the school tracking system. This is monitored by the classroom teacher and executive staff and the family are informed if minor behaviours are repeated or corrective responses have not been successful. Referrals to the school's anti-racism contact, anti-bullying coordinator or LST are made where appropriate.	Referrals to the school's anti-racism contact, anti-bullying coordinator or LST are made. Risk assessment, behaviour support plans and other plans may be developed in consultation with the teacher, family and external agencies (where appropriate). The Team Around a School will also be utilised where required.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on the behaviour/wellbeing tracking software.

Staff intervene immediately to ensure the safety of all students. This may include redirecting the student to another area, engaging the student in calm conversation, offering choice.

Staff collect information from the student/s involved, witnesses to the behaviour and any other relevant documentation.

An executive member contacts the family by phone to inform them of the serious behaviour of concern and the events that occurred, ensuring to maintain confidentiality. The staff member may

also gather more information that could be used to more thoroughly understand the behaviours of concern.

Appropriate responses, including supports for staff, other students impacted and the student are determined using all available information.

Referrals to the school’s anti-racism contact, anti-bullying coordinator or LST are made. All background information is used to determine appropriate interventions or programs that will support the student in displaying appropriate behaviour.

Develop or review individual student support planning , including risk assessments, behaviour support plans and other plans in consultation with the teacher, family and external agencies (where appropriate). These plans will outline specific goals, strategies and supports tailored to the individual student’s needs.

The school will monitor student progress, regularly reviewing and adjusting current plans and supports when required. Feedback from families, staff and external agencies will be sought through this process.

The Team Around a School will also be utilised for additional support or advice where required.

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 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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Reflection is used as a consequence for serious or repeated inappropriate behaviour. During reflection, students engage in reflective conversations with an executive member, discussing the behaviour of concern and its impact on others. Students also discuss and practise strategies that will support them in engaging in positive behaviour.</p> <p>Students are permitted to eat their recess/lunch during reflection and use the toilet when needed.</p>	<p>Recess or lunch, lasting approximately 20 minutes.</p>	<p>Executive staff member</p>	<p>Reflection is recorded on the school’s behaviour and wellbeing system, noting the details of the behaviour they displayed and any other relevant information.</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Restorative practice involves scaffolded conversations that allow the student to de-escalate and move into a calm state. With the support of a teacher, students:</p> <ul style="list-style-type: none"> - Identify the behaviour they engaged in - How they felt - What they were thinking at the time - Who else was affected - How they would have felt - The consequences of their behaviour (on themselves, others, environment) - How they can try and repair the relationship - What they could do next time - Other supports required 	<p>Immediately following the incident for approximately 15 minutes depending on the incident, age of the student and severity of the incident/behaviour.</p>	<p>Executive staff member</p>	<p>These are recorded on the school's behaviour and wellbeing system, noting the key points discussed and supports required moving forward.</p>

Review dates

Last review date: Friday 31st January 2025

Next review date: Day 1, Term 3, 2026