

Georges River College Penshurst Campus School Behaviour Support and Management Plan

Overview

Georges River College (GRC) Penshurst Campus is committed to the development of resilient, independent and respectful learners who aim for personal excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our students to be responsible global citizens with the skills to succeed in our ever-changing world. We are committed to the creation of a culture of positive values that empowers all members of our school community to achieve success within a framework that values diversity, acceptance, equality, equity and active citizenship.

We are committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. The principles of positive behaviour support, trauma-informed practice and inclusive practice underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

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

- Positive Behaviour for Learning
- Friendly Schools (selected from the department's [Student Wellbeing external programs \(nsw.gov.au\)](https://www.nsw.gov.au) catalogue).

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

Partnership with parents and carers

GRC Penshurst Campus will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

GRC Penshurst Campus will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

GRC Penshurst Campus has the following school-wide expectations and rules:
Fostering learners who are Respectful, Responsible and aiming for Excellence.

Respectful	Responsible	Aim for Excellence
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Be aspirational, be your best
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Actively participate in all activities

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 across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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	Friendly Schools	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly, including at year assemblies.	Staff, Wellbeing team, students 7-10, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-10, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-10, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-10
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention	Attendance matters – resources for schools	Resources used to help schools plan and implement attendance strategies.	Staff, Wellbeing team,
Prevention / Early intervention	Positive Behaviour for Learning (PBL)	The GRC WAY – Be Respectful, Be Responsible, Aim for Excellence	Students 7-10
Prevention / Early intervention	Universal Resource Hub Attendance Behaviour Inclusive practice	Resources to help schools plan and implement attendance strategies, anti-bullying, classroom management, individual behaviour support, positive behaviour support, responding to behaviour and evidence-based practice resources for schools to support students with disability and additional needs.	Staff, Wellbeing team,
Prevention / Early intervention	Quality Differentiated Teaching Practice	Refers to the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support.	Students 7-10

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early intervention	Classroom practice resources and strategies	Evidence-based classroom management systems and practices	Staff, students 7-10
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Students 7-10
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-10, families
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-10
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual intervention	Functional behaviour assessment	Used to investigate the function or purpose of a student's behaviour. These tools include: an Antecedent-Behaviour-Consequence (A-B-C) chart and checklist.	Executive staff
Individual intervention	Risk management planning	Developed with the assistance of the Incident Notification and Response Unit and speaking to either the Leader, Complex Cases or the Complex Case Advisor.	Senior Executive

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. Refer to Appendix 2 for bullying response flowchart

GRC Penshurst Campus 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 their year advisor or 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 by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention and/or reflection
- communication with parent/carer

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.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify 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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. HT/DP/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: <ul style="list-style-type: none"> • use the language from the classroom expectations and rules • are contingent • are immediate • are frequent if establishing an expected behaviour • are intermittent or long-term to encourage and maintain expected behaviour • Intermittent and infrequent reinforcers are recorded on Sentral. 	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are taught (Friendly Schools) during fortnightly year meetings.	4. Teacher records on Sentral by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified when intermittent and infrequent reinforcers are being used and this is recorded on Sentral. Student awards for positive behaviour and attendance are given at fortnightly year meetings and/or positive letters are posted home.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P 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 Sentral and in student file. 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 welfare and/or learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention and/or reflection
- 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 Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention and reflection practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

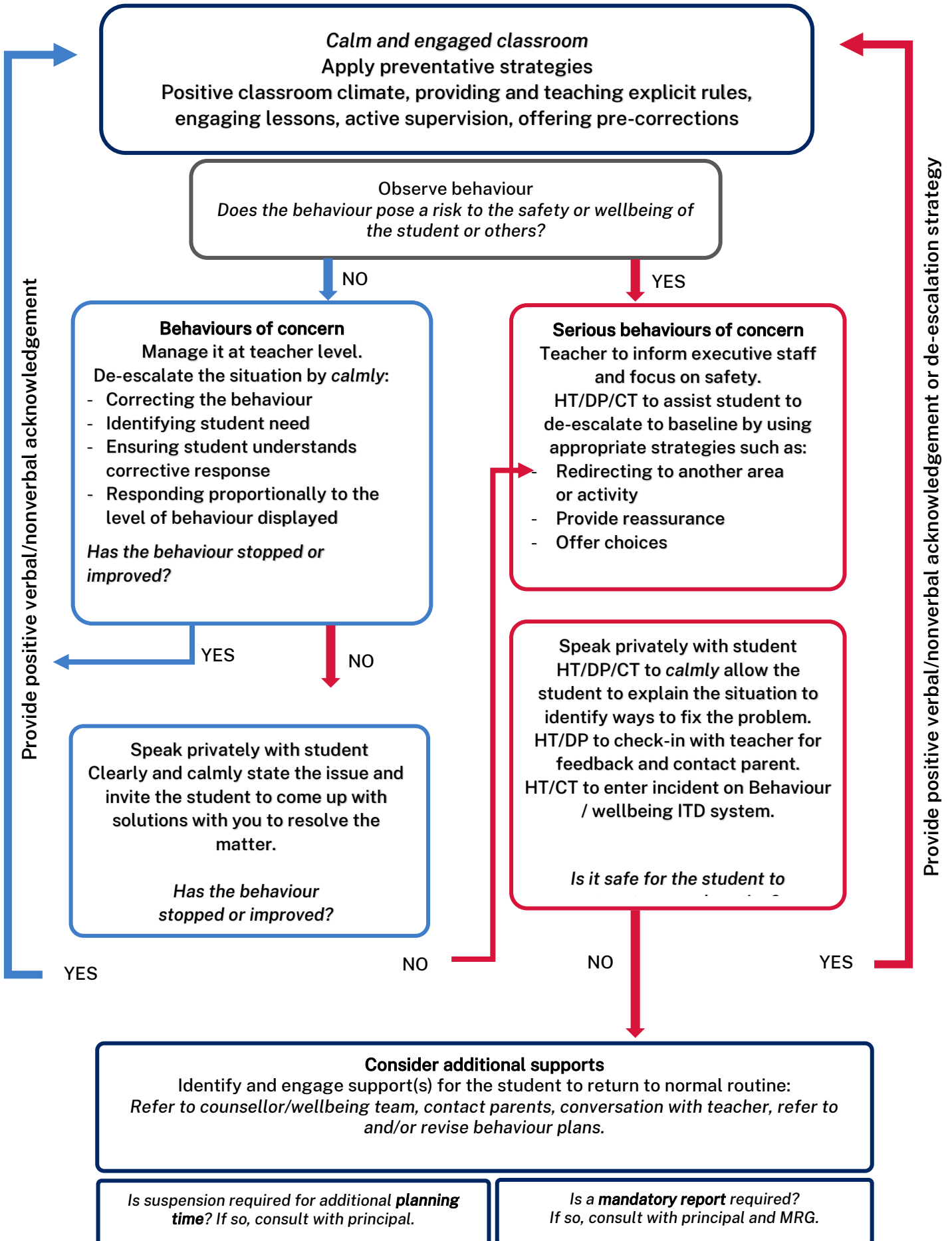
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break or follow plan developed by senior executive	School executive	Sentral and student file

Review dates

Last review date: [February 6th: Day 1, Term 1, 2025]

Next review date: [February 2nd: Day 1, Term 1, 2026]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

The following flowchart explains the actions GRC Penshurst Campus staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

