NSW Department of Education 

# School Behaviour Support and Management Plan

Overview

Goodooga Central School is committed to fostering a supportive and inclusive environment by explicitly teaching and modelling positive behaviour. Our school values are underpinned by the principles of self-regulation, Positive Behaviour Interventions and Supports (PBIS), Social-Emotional Learning (SEL). We aim to create a safe, respectful learning environment where every student can thrive academically, socially, and emotionally. We also foster a culturally safe environment where students learn in a space where their cultures, histories and languages are privileged and acknowledged.

Our key programs include:

* Self-Regulation: Teaching students’ self-awareness and strategies to manage their behaviour and emotions effectively.
* PBIS: Implementing proactive behaviour management to promote a positive school climate.
* SEL Curriculum: Providing explicit instruction in social and emotional skills to support student wellbeing.

Goodooga Central School unequivocally rejects all forms of bullying, including cyberbullying, and is dedicated to fostering a safe and respectful learning environment. We aim to build confident, capable leaders who can positively engage with society and be proud of their cultures.

## Partnership with parents and carers

## Goodooga Central School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies by:

## • Inviting parent/carers and student feedback through formal and informal means such as school surveys, ‘Tell them from me’ surveys, consultation with P&C.

• Using concerns raised through complaints procedures to review school systems, data and practices.

Goodooga Central School will communicate these expectations to parents/carers to parents/carers through the school newsletter, Facebook and home visits. 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

Goodooga Central school expects our student to follow:

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| --- | --- | --- |
| **Safe** | **Respectful** | **Learner** |
| Follow safety instructions. | Treat others with kindness. | Attend school regularly and on time. |
| Keep hands and feet to yourself. | Use polite language. | Be prepared for learning. |
| Report hazards to staff. | Respect differences in others. | Participate in class and activities. |
| Move safely around the school. | Care for school and personal property. | Complete tasks with integrity. |
| Use technology responsibly. | Listen actively to others. | Ask for help when needed. |
| Maintain a safe and orderly environment. | Show pride in wearing the school uniform. | Strive for your personal best. |

## 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](https://education.nsw.gov.au/schooling/translated-documents/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.

* ensuring the implementation and embedding of Aboriginal and Torres Strait Islander perspectives into all programs

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention | Morning Routine/Check-In | Staff conduct daily check-ins with students, monitoring their readiness for learning by assessing wellbeing, sleep quality, breakfast intake, and medication. Regulation activities are implemented based on this data. | All students |
| Prevention | Whole School food/wellbeing Program | Initiatives focusing on nutrition, mindfulness, and overall wellbeing through school meal programs, breakfast clubs, and nutrition lessons. | All Students |
| Prevention | PDHPE  Curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Students 7- 10 |
| Prevention | PLPs | Designing appropriate goals for Aboriginal students and use these plans to assist in formulating curriculum decision and adjustments. | All students |
| Prevention | Communication with parents | To increase parent’s understanding of how our school addresses all forms of behaviour. | Staff, students 7-12 and families |
| Prevention | Wellbeing Days | A supportive day held each term for the whole school to participate in a variety of engaging activities or cultural days – where students can have meaningful conversations and build community engagement, leadership and team building skills- all with wellbeing as the central focus. | Students 7 – 12 and staff |
| Prevention | Transition Year 6 into 7 | Focusing on a safe and successful movement from primary to high school. | Incoming Year 7  Students |
| Prevention | Structure Play- during breaktime | Providing structured, supervised activities during breaks to encourage positive peer interactions and reduce conflict. | All students |
| Prevention | Positive Reinforcement | Utilises praise, rewards, and incentives, such as recognition certificates, badges, and extra privileges, to encourage and reinforce positive behaviour. | All students |
| Prevention | Culture Classes | Working with students in all aspects of their cultures in a range of activities ranging from cultural artifact and jewellery making, yarning with Elders, community members and participating in cultural dance. |  |
| Early intervention | Literacy and numeracy support | A multi-tiered framework identifying students struggling academically or behaviourally and providing targeted interventions, including small group instruction and progress monitoring. | Students identified as needing additional support |
| Early intervention | Brain Breaks | Short, intentional breaks during classroom time to reduce stress and mental fatigue, supporting students in maintaining focus and positive behaviour. | Students showing early signs of dysregulation or stress |
| Early intervention | Family Engagement | Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans. | Students needing additional support, in partnership with their families |
| Prevention/  Early intervention | WHIN nurse | Wellbeing nurse work closely with school wellbeing and learning and support teams. They also work closely with local health and social services to support students and their families on a wide range of health and wellbeing issues. Issues may include mental health, social and behavioural support, physical health, and peer or family relationships. | Students 7 - 12 |
| Prevention/  Early intervention | Access  Request | Applications for students with imputed and diagnosed disabilities for Inclusive Education classes and/or funding for SLSO in -class support. Students with Disability |  |
| Prevention/ Early Intervention/ Targeted Intervention | AEOs | AEOs and SLSOs work with teachers to assist Aboriginal students achieve their potential and keep the Aboriginal community informed of students' progress and achievements, and of things like parent meetings, school activities, new programs and other changes. AEOs and SLSOs provide role models for Aboriginal students and have a positive impact on helping them achieve their potential. |  |
| Targeted intervention | School to Work Transition Program | Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce. | Students preparing for the transition from school to work |
| Targeted / Individual Intervention | Learning & support  Team | The LST works with teachers, students and families to support students who require personalised learning and support. |  |
| Individual intervention | Individual Social and Emotional Learning Programs | One-on-one support focusing on teaching students skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions. | Students requiring intensive support to develop social and emotional competencies |
| Individual intervention | Access to School Counselling/Chaplin | Provides mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing. | Students requiring support |
| Individual intervention | Referral to External Agencies | Refers students and their families to external resources for additional support beyond what | Students and families needing specialised |
| Individual intervention | Partial Attendance Plans | Students who have been identified with attendance well below the expected Departmental % in consultation with families may be placed on a |  |

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

* 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 appropriate 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.
* Goodooga Central School 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 behaviour, interactions, verbal communications, or work produced (such as written materials performances or artwork)
* 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 Schools 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 services.
* The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

* at school
* on the way to and from school
* on school-endorsed activities that are off-site
* outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct when using social media, mobile devices and/or other technology involving another student or staff member

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| --- | --- | --- |
| **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 |
|  |  |  |
| **Positive Reinforcement: Use praise, recognition certificates, house points, positive postcards**  **and extra privileges to encourage and reinforce positive behaviour.** | **Restorative Chats:** Engage in brief restorative conversations with students to address minor  behavioural issues before they escalate. | **Behaviour Intervention Support**  **Plans (BISP):** Implement individualised plans tailored to address specific behaviours of concern. |
| **Teacher/Parent Contact:** Parents  are notified by the school staff  when there are concerns. Student  awards for positive behaviour are  given at whole school and year  group assemblies | **Family Engagement:** Parents are  contacted by the teachers by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the  Learning Support Team may be discussed | **School Counselling and External**  **Referrals:** Provide access to school counselling services and refer students to external agencies for  additional support if needed. |
|  | **Brain Breaks:** Use short breaks to  help students manage stress and  refocus during lessons.  **Teacher records:** on Behaviour / wellbeing ITD system by the end of the school day. Monitor and inform the family if repeated. | **External Support**: 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

* A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent Reporting and recording 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.
* AEO intervention is always a priority
* 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, reflection and restorative practices
* Communication with parent
* Monitoring books

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

* [Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)
* [Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)
* [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Detention, reflection and restorative practices

| 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 | School  executive | Behaviour/  Wellbeing ITD  system |
| Peer Mediation | Scheduled as  Soon as all involved are  available | Year  Advisor/HT  Wellbeing | Behaviour/  Wellbeing ITD  system wellbeing module |
| Suspension Resolution  Meetings | After the suspension period ends, typically 10-30 minutes. | Executive staff or facilitators | Documented in the Suspension Resolution Meeting Document |

## Review dates

Last review date: Day 3, Term 1, 2025

Next review date: Day 1, Term 1, 2026

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### Appendix 2: Bullying Response Flowchart (Optional)