

Glenquarry Public School Behaviour Support and Management Plan

Overview

Glenquarry Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. A key program prioritised and valued by the school community is Positive Behaviour for Learning (PBL).

Promoting and reinforcing positive student behaviour and school-wide expectations

Glenquarry Public School has the following school-wide rules and expectations:

- To be safe, respectful and resilient.

Glenquarry Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Whole school PBL data-based focus taught explicitly through class lessons.
- Positive reward system
- Tiered prevention and supportive structures.

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong connections with students	Every student is known, valued and cared for and can recognise adults at school who advocate for them.	Staff, students, families
	Classroom management	<ul style="list-style-type: none"> · Explicit teaching and modelling of specific skills including behaviour expectations and social skills · Communication with parents around school expectations · Class based systems of expectations and positive reinforcement · Consistent teacher expectations, routines, modelling and responses to behaviour · Liaison with previous teachers, pre-schools, external paraprofessionals · Curriculum links, social skills programs and integrating mindfulness and movement breaks · Engaging parent involvement · Inclusive Practice Hub · A restorative approach 	
	Professional learning	Staff engaging with eLearning and face to face learning that supports staff in establishing essential good classroom practice	
	PBL	Consistent implementation and understanding of the three PBL expectations.	Students, staff and families.
Early Intervention	PBL Tier 1	PBL Tier 1 Schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
	Classroom management	Communication with parents where relevant <ul style="list-style-type: none"> · Explicit teaching · Restorative practices · Self-regulation strategies 	
Targeted Intervention	PBL Tier 2	PBL Tier 2 targeted interventions address students' social-emotional and behavioural learning through evidence-based supports which are delivered to small groups of students or individual students.	Principal, teachers, students and families.
	Wellbeing check ins	Wellbeing check-ins as required.	Teaching staff, students and families

Care Continuum	Strategy or Program	Details	Audience
	Learning and Support	The Learning and Support team works with teachers, students and families to support students who require personalised learning and support. This includes development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Individual Intervention	PBL Tier 3	Support for students who require more intensive, individualised support to improve their behavioural and academic outcomes. The team focuses on creating and implementing individualised behaviour support plans that are linked to the universal system.	Principal, teacher, school counsellor, students, families,

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative practice	Responsive to individual student needs.	Principal and teaching staff	Schoolbytes and communicated to families
Teacher directed time-out aligned to PBL	Responsive to individual student needs.	Principal and teaching staff	Schoolbytes and communicated to families
Student directed time-out	Responsive to individual student needs.	Principal, teaching staff and individual students	Teacher recorded
Behaviour monitoring card	Responsive to individual student needs.	Principal	Schoolbytes and communicated to families

Partnership with parents/carers

Glenquarry Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies and will communicate through P&C meetings, newsletters and forums.

School Anti-bullying Plan

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).



Reviewing dates

Last review date: 9 February 2023

Next review date: Day 1, Term 1, 2024