

Galston Public School

Behaviour Support and Management Plan

[School Behaviour Support and Management Plan: a guide for schools](#)

Overview

Galston Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, as well as a focus on physical activity and wellbeing.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

To:

Respect (in all settings)

At Galston I will:

- ✓ listen carefully and follow instructions.
- ✓ speak politely to others.

Responsibility (in all settings)

At Galston I will:

- ✓ take responsibility for my own actions and accept consequences.

Personal Best (in all settings)

At Galston I will:

- ✓ keep my hands and feet to myself.
- ✓ behave in a safe manner.

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

- Teachers explicitly teach and model positive behaviour choices (PBL)
- School-wide implementation of the 1,2,3 Magic (traffic light) pedagogy
- PD/H/PE programs that teach our core PBL values of Respect, Responsibility and Personal Best

Behaviour code for students

[The behaviour code for students can be found here.](#)

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	1,2,3 Magic	Classroom management: <ul style="list-style-type: none"> Strong student/teacher relationships Explicit teaching and modelling of specific skills Class based systems of expectations and positive reinforcement Consistent teacher expectations, routines, modelling and responses to behaviour High quality differentiation teaching 	Whole school
Prevention	PBL	PBL lessons: <ul style="list-style-type: none"> Explicit teaching (including behaviour expectations & social skills) Review and reteach (based on behaviour data) 	Whole school
Prevention	Restorative Approach	Focuses on building, maintaining and restoring positive relationships <ul style="list-style-type: none"> Check-in (with SLSOs, CRTs and Exec) School counsellor 	Whole school
Early Intervention	Restorative Approach	<ul style="list-style-type: none"> Communication with parents and community around student behaviour expectations (celebrating positive student behaviours, rewards and achievements) 	Whole school

<p>Early Intervention</p>	<p>Classroom Management and Structures</p>	<p>Classroom management:</p> <ul style="list-style-type: none"> Continued explicit teaching and modelling of specific skills (including behaviour expectations and social skills) Classroom resources and strategies to prevent and support students' behaviour needs (visual timetable, social stories, consistent teaching, non-interrupted classroom time) Student reflection/self-directed time-out zones in the classroom and playground (e.g. safe or calm areas). 	<p>Whole school</p>
<p>Targeted Intervention</p>	<p>Classroom Management</p>	<ul style="list-style-type: none"> Modified individual expectations and goals Transition strategies (class-to-playground, room-to-room, lesson-to-lesson and teacher-to-teacher) PBL Tier 2 interventions – teacher directed time-out (after 3 warnings using the traffic lights students will have a short time-out in the classroom to reflect on their behaviour choices in a safe environment). PBL Tier 2 intervention – Buddy Room time-out is used after a number of de-escalation strategies to minimise the escalation of inappropriate behaviours. 	<p>Individual students and families</p>
<p>Individual Intervention</p>	<p>Classroom Management</p>	<p>Teacher's Role:</p> <ul style="list-style-type: none"> Teachers create Crisis Management Plans and Risk Assessment Plans with executive and Learning Support Team Monitor the impact of support for individual students through continuous data collection Provide consistent strategies and adjustments outlined within an individual support plan <p>Other classroom supports:</p> <ul style="list-style-type: none"> SLSOs assigned to individual students, families and classes <p>Learning and Support Team:</p> <ul style="list-style-type: none"> Undertake Functional Behaviour Assessments Works in partnership with student, carers, teachers and other support services School counsellor support for students Allocates SLSO and other support systems 	<p>Individual students and families</p>
<p>Individual Intervention</p>	<p>Delivery Support Team</p>	<p>Services to support the school/student:</p> <ul style="list-style-type: none"> Learning Support Team School Leadership Team Assistant Principal, Learning and Support Learning and Wellbeing Officer Senior Psychologist Education (SPE) Behaviour Specialist Out of Home Care Teacher Home School Liaison Officer Police Youth Liaison Officer 	<p>Teacher and Learning Support Team</p>

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – is a restorative practice where students reflect on their social and behaviour choices with an executive for the purpose of planning for future positive choices.	During play time between 5-20 minutes. Students are able eat and drink during the reflection period and have access to toilet breaks.	Executive	Sentral (internal)

Partnership with parents/carers

Galston Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Regular communication and consultation during P&C Meetings
- Encouraging parents to engage in the school planning process and provide feedback
- Encouraging parents to participate in the Tell Them From Me survey
- Informal access to teachers and executive (open door/gate culture)

Galston Public School will communicate these expectations to parents/carers by:

- Newsletter communication of goals and expectations (attendance, social and learning)

School Anti-bullying Plan

Can be found on our school website at [Galston Public School \(nsw.gov.au\)](https://www.galstonpublicschool.nsw.gov.au)

Reviewing dates

Last review date: Term 4 2022

Next review date: Term 4 2023