

## NSW Department of Education



# Great Lakes College Forster Campus School Behaviour Support and Management Plan

## Overview

Great Lakes College Forster Campus is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, restorative practice, and inclusive practice underpin our school culture. 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.

We are committed to creating a positive, safe, and supportive environment to strengthen the trust, respect, and confidence of the community.

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

- Positive Behaviour for Learning
- Restorative Practices
- Peer Mediation

These programs prioritise social and emotional learning which supports student wellbeing, positive relationships and supports prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining, and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

## Partnership with parents and carers

Great Lakes College Forster 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.

Great Lakes College Forster Campus will communicate these expectations to parents/carers through the school website, via email, and provide links to information and resources in the [Behaviour support toolkit](#).

## School-wide expectations and rules

Great Lakes College Forster Campus has the following school-wide expectations and rules:

Respect	Responsibility	Personal Best
Be polite and supportive of others	Accept that actions have effects on ourselves and others	Complete all tasks to the best of your ability
Treat others as you would like to be treated	Make smart choices, accept consequences	Have a go
Be polite in words, actions, and manner	Behave safely	Be the best you can be
No bullying, no putdowns	Care for the wellbeing of each other and the GLC environment	Set achievable goals for your learning
Accept the rights of others to hold different views and opinions	Be accountable for your choices	Recognise and celebrate achievement
		Hold high expectations for achievement

## 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

the use of learning intentions and success criteria

explicit teaching of skills and content

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/ Early / Targeted / & Individual intervention	<a href="#">Restorative Practice</a>	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair, and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-10, families
	<a href="#">Positive Behaviour for Learning</a>	Brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture.	Staff, students 7-10, families
Prevention / Early / & Targeted intervention	<a href="#">Attendance monitoring</a>	Address barriers to improve attendance and set growth goals.	Students, Year Advisor, SASS Attendance Officer, Attendance Officer
Prevention	<a href="#">PDHPE curriculum</a>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early / targeted / individual intervention	Australian eSafety Commissioner <a href="#">Toolkit for Schools</a>	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	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention / Early / & Targeted intervention	<a href="#">National Day of Action Against Bullying and Violence (NDA)</a>	Our school participates in the annual (NDA) – Term 3 each year.	Staff, students 7-10
Prevention / Early / & Targeted intervention	<a href="#">Backflips Against Bullying</a>	Resilience and practical tools for victims; empowering students to hold each other accountable.	Staff, students 7-10
Prevention / Early / & Targeted intervention	<a href="#">Harmony Day</a>	Recognising diversity. Inclusiveness, respect, and a sense of belonging for everyone.	Staff, students 7-10
Prevention / Early / & Targeted intervention	<a href="#">Wear it Purple Day</a>	Fosters a supportive, safe, empowering, and inclusive environment for LGBTIAQ+ young people.	Staff, students 7-10

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early / & Targeted intervention	<a href="#">IDAHOBIT Day</a>	Encourages an end to discrimination against LGBTIAQ+ young people.	Staff, students 7-10
Prevention / Early / & Targeted intervention	Police Talks	Crime prevention and safety talks – cyberbullying; vaping; consent	Students 7-10
Prevention / Early intervention	<a href="#">Student support officer</a>	Supports the implementation of the school's approach to wellbeing.	Students 7 - 10
Early / targeted intervention	<a href="#">Rock and Water</a>	Provides students with a pathway to self-awareness, and increased self-confidence and social functioning.	Students 7 - 10
Prevention / Early intervention	<a href="#">Peer Mediation Program</a>	Invites students to take responsibility for their actions by working together to find solutions to conflict.	Students 7-10
Targeted / individual intervention	<a href="#">Managing the Bull</a>	Focuses on understanding the dynamics and effects of bullying, and building resilience in those who may be experiencing bullying.	Students 7 - 10
Targeted / individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students, and families to support students who require personalised learning and support, small group interventions, other group interventions.	Staff, individual students 7-10, families
Targeted intervention	Leadership programs	These include Student Representative Council, Aboriginal Representative Council, and GSA.	Students 7-10
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing, DPIS
Individual intervention	Check In/Check Out	Daily check-in and check-out with executive staff on progress towards agreed targets for improvement to teach and reinforce positive, replacement behaviours.	Individual students, parent/carer, staff
Individual intervention	Behaviour agreement	Agreed behaviours negotiated by individual students, parent/carer and executive staff. Sets clear expectations for behaviours.	Individual students, parent/carer, executive staff
Individual intervention	Check & Connect	Mentoring program fostering a trusting relationship between a student and a caring adult identified by student.	Individual students, parent/carer, executive staff, mentor

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Group intervention	Withdrawal for support to build skills to regulate behaviour and engage positively at school; dependent on identified needs of cohort.	Individual students, parent/carer, executive staff, LaST, YA

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

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.

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.

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.

- **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 using PBL language
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- time-out as part of IBSP
- withdrawn from playground to discuss/complete work/walk with teacher
- conference
- reflection and restorative practices/restorative conversation
- communication with parent/carer – phone, email, parent portal, meeting
- referral to executive staff

- classroom teacher mentoring
- subject-based student behaviour agreement

### **Responses to serious behaviours of concern**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (SENTRAL). 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 learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- 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](#).

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](#).

## Reflection and restorative 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 not exceed 15 minutes.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Restorative conversation</b> with CRT following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and to make positive choices – individual or group. Restores relationship between student and CRT.	At the end of lesson or in the next break.	CRT	Behaviour / wellbeing SENTRAL system
<b>Restorative practice</b> – <a href="#">peer mediation</a> , <a href="#">circles</a> or restorative conversations in groups.	Scheduled as soon as all involved are available	Year Adviser/HT Wellbeing/DP	Behaviour / wellbeing SENTRAL system

## Review dates

Last review date: [19/12/2024, Term 4, 2024]

Next review date: [Week 1, Term 1, 2026]



# Student Engagement Plan

Respect · Responsibility · Personal Best

## We follow the restorative continuum to elevate student behaviour, empathy and relationships

FORMALITY	<b>Affective Statements</b> We include feelings words in language to address low-level yet high-frequency behaviours.	<b>1-3</b> seconds	FREQUENCY	TIME INVESTMENT
	<b>Affective Interactions</b> We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.	<b>1-3</b> minutes		
	<b>Small Impromptu Conferences</b> We use Restorative Questions to solve problems amongst and between groups.	<b>9-10</b> minutes		
	<b>Large Group</b> We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.	Under <b>15</b> minutes		
	<b>Formal Conferencing</b> For the most serious, high-impact behaviours and ongoing problems.	<b>60</b> minutes, ↑2 days prep		

## We support each other to elevate student behaviour restoratively

- We apply restorative practices and maintain high expectations to maximise engagement, providing tailored support for individual needs.
- When harm occurs through conflict or tension (including bullying), we work restoratively to repair relationships.
- Staff promote personal accountability by using the restorative continuum as a guide.
- Affective language is used by staff to encourage positive behaviours and prevent inappropriate behaviours from escalating.
- We commit to consistent restorative processes, with outcomes that respect each individual's unique circumstances.
- The school executive team supports students, staff and parents in collaboratively resolving issues through restorative practices.
- We partner with parents and carers as valued allies in addressing both positive and negative behaviour patterns of their children.

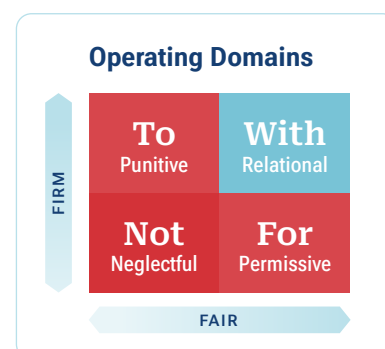
## Restorative questions

### For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

### For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?





## Appendix 1: Bullying Response Flowchart

