



South Grafton PS Behaviour Support and Management Plan

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.

At South Grafton PS students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers, and community members.
- Resolve conflict respectfully, calmly, and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol, or tobacco into our schools.
- Not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

Behaviour code for all student: Actions

Promoting the learning, wellbeing, and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe, and engaged behaviour.

Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability, and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive, and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

The Care Continuum

Students may require several types of intervention delivered in separate ways along a continuum of care - from prevention to intensive individual support to best meet their needs. Schools can also access universal, guided and strategic support for behaviour through the [School Success Model](#).

The continuum of care includes interventions for:

- all students - creating a safe and respectful learning environment.
- some students - providing early intervention and targeted support for students at risk of developing negative behaviours.
- a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.



Applying the care continuum

For more detailed information about the care continuum and how to apply it please refer to the [Applying the Care Continuum](#) webpage.

Level	Strategy or Program	Details	Audience
Prevention	Positive Student Behaviour Recognition Awards System	This encapsulates progressive rewards for students who fulfil their responsibilities as part of the school community. This system includes the following components - Thank You Cards, PRIDE Awards, Principal Awards, AAA Awards, Blue Ribbons, Silver and Gold Awards, End of Term Rewards, and the school Positive Rewards System. Engaging, Safe, Supporting and Differentiated Learning Environments All K-6 classes provide learning programs to cater for individual students' wellbeing and academic needs. There are two substantive Multicategory Classes and an Opportunity Class inclusive of the school entitlement. Classes are provided with extra Student Learning Support Officer and teacher support on a needs basis and timetables are coordinated to promote continuity of learning in all classes. Other programs which support this strategy include Preschool Preparation Program, Years 2/3 and high school transition programs and extensive extra-curricular programs including band, sport and performing arts. The school has an exemplary wellbeing focus for all students and staff.	
Early Intervention	The PRIDE Matrix	This matrix is based on the South Grafton Public School PRIDE acronym (Positive Participation, Respect and Responsibility, Integrity, Discipline and Determination and Excellence). The matrix outlines a series of positive affirmations for students to follow which create the basis of our school rules which align with the NSW DoE Positive Behaviour for Learning resources. PRIDE is taught explicitly from K-6. Detention and Reflection This concept is underpinned by a behaviour CODE system where students who do not meet the required Behaviour Code of Conduct elements will have varying levels of consequences applied. The seriousness of consequences will be reflected in the level of the code utilised.	
Targeted Intervention	Executive and Learning and Support Team	The school executive and LaST collaborate with teachers to provide evidence based professional learning to support the complexity of students in their classes. All stakeholders also regularly discuss with parents/carers and their child/children to support identified students who require personalised learning plans and behaviour and wellbeing intervention. This includes instructional leadership and the development of individual student goals and plans both in and out of the classroom.	
Individual Intervention	Assistant Principal Learning and Support and Additional External Support	External support is accessed when individual intervention is required. This includes the following: Assistant Principal Learning and Support, Learning and Wellbeing Officer, Behaviour Support Plans, Home School Liaison Officer, Aboriginal Student Liaison Officer, Senior Psychologist Education, Wellbeing and Health In-Reach Nurse, Out of Home Care Teacher, Director Educational Leadership.	



Positive Student Behaviour Recognition – Awards System



Award	Criteria - This Awards System finishes in Week 7 Term 4 each year
PRIDE Awards	These awards are given out each Friday morning by the class teacher. The PRIDE Awards will reflect elements of the PRIDE system. The ratio is one award for every five students in each class. The comment recorded on the PRIDE Awards is reflective of the teacher's choice. These awards count towards Blue Ribbons and Silver and Gold Badges.
Student of the Week	These awards are presented at Friday Stage Assemblies. They count towards Blue Ribbons, Silver, and Gold Badges and are part of the one award per five student ratios as above.
End of Term Rewards Day Class Chart	<p>If a student is placed on detention and reflection two or more times during any term, they will not be eligible to participate in the end of term rewards day. This is recorded by the teacher in each classroom and displayed for each student on their end of term rewards day class chart.</p> <p>A student receives a sticker/stamp on the class chart for each week of the term they are not placed in the detention and reflection room on a code. For each separate entry with a code, per week, a student will lose their sticker/stamp. For example, if a student is entered twice in the detention and reflection room in a week, they will lose two stickers/stamps. If a student receives at least nine stickers/stamps, over a term of 10 weeks, they are eligible for an end of term reward day activity (10 stickers/stamps in an 11-week term). In any one term a student can lose only one sticker/stamp. If they lose two or more, they cannot attend their end of term rewards day. They will attend lessons offset from the rewards day activity. If they receive a code 3 or 4 just prior to or on rewards day, they also do not attend the rewards day activity. 3 behaviour entries in a term will result in a Code 3. Notes are sent home, and phone calls made to parents by teachers if students are in danger of not attending - or will not be attending prior to the rewards day. Each term students start back on zero. If a student displays a commitment to our school PRIDE values during a term a final decision can be at the discretion of the school executive.</p>
AAA Award	Attitude Attendance Academic Awards (AAA) will be presented to all students each term who play collaboratively in the playground and display an excellent attitude in their classroom, wear their uniform consistently and achieve 90% attendance. An attendance consideration may be given at the discretion of the school executive for isolated medical reasons. Eg. medical certificate supplied. Students must have accumulated all individual term's stickers/stamps and have no behaviour entries to achieve this award. Name and 1 cross on board on three separate occasions within a term will result in a behaviour entry. Name and 2 crosses on board (sent from class) will result in a behaviour entry. This award counts towards the school formal awards i.e. Blue Ribbons, Silver Badge, and Gold Badge.
Principal's Awards	Principal's Awards are presented to students weekly. These awards are at the discretion of the principal and are given out at stage assemblies. Each week a class is selected across each stage and three students are chosen to receive this award. A Principal's Attendance Recognition Award will be given out at the end of each semester for students who have attended school at 99% or above. These awards do not count towards Blue Ribbons, Silver, and Gold Badges.
Blue Ribbon	This award is given out after gaining 5 Awards - PRIDE, Triple AAA, or Principal Awards. This award is given out at weekly assemblies and is accumulated across the school year.
Silver Badge	These badges are awarded after receiving a Blue Ribbon plus an additional five awards which must be PRIDE, Triple AAA, or Principal Awards. This award is given out at formal assemblies and is accumulated across the school year.
Gold Badge	This major award is given out when students have achieved their Blue Ribbon and Silver Badge and gained a further five awards - PRIDE, Triple AAA, or Principal Awards. This award is given out at formal assemblies and is accumulated across the school year.
Award Giving	Silver and Gold Badge Award Ceremonies will be held with a morning tea throughout the year with dates determined by the number of students eligible at any given time.
Other Awards	Many other awards may be given during the year from individual class certificates to sports awards and "End of Year" presentation awards. These awards do not contribute to Blue Ribbons, Silver, or Gold Badge Awards.

Restorative Practices – Detention and Reflection

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.



Guidelines to assist staff in imposing consequences for unacceptable behaviour in the playground and the classroom with a view to improving the school environment.

These guidelines are designed to assist teachers to select appropriate consequences and ensure that consequences are imposed consistently. If the behaviour is recurrent then the level of consequences will be increased. Students who have a diagnosed disability must be treated with discretion when applying these consequences to any unacceptable behaviour.

Restorative Practices – Detention and Reflection

<p>MINOR BREACHES: Teacher deals with these on the spot.</p>	<p>DETENTION and REFLECTION – 1 DAY, CODE 1 Student attends one day of detention and reflection at lunchtime. Teacher fills in a yellow detention slip and places in the appropriate place in the office area. Detention teacher records in the detention registers. Deputy Principal records on SENTRAL and sends home a note via email or post where appropriate.</p>
<ul style="list-style-type: none"> ● Disruptive, late for lines. ● Failure to follow sensibly school procedures i.e. non-reporting taking action in own hands. ● Interfering in others games/work. ● Littering. ● Running on gardens/concrete. ● Throwing food – not at others. ● Put down-one off. ● Using equipment at wrong time. ● Out of bounds. ● Climbing trees. ● No sun safe/school hat in playground. ● Eating in wrong area. ● Fooling around at bubblers. ● Unacceptable use of school equipment. ● Bad manners towards peers. ● Taking equipment from others. ● Playing in toilets. ● Breaking playground rules-for example not wearing shoes, kicking footballs in inappropriate or dangerous areas. 	<ul style="list-style-type: none"> ● Continuous warnings of any minor breaches (3+). ● Non-appearance at detention. ● Inappropriate gestures. ● Taking other students’ hats. ● Disrupting bus lines. ● Disrupting assembly lines. ● Failing to follow instructions. ● Other minor classroom or playground indiscretions.
<p>DETENTION and REFLECTION – 2 DAYS, CODE 2 Student attends two days of detention and reflection at lunchtime. Teacher fills in a yellow detention slip and places in the appropriate place in the office area. Detention teacher records in the detention registers. Deputy Principal records on SENTRAL and sends home a note via email or post.</p>	<p>DETENTION and REFLECTION – 3 DAYS, CODE 3 Student attends three days of detention and reflection at lunchtime. Teacher fills in an orange detention slip and places in the appropriate place in the office area. Detention teacher records in the detention registers. Deputy Principal records on SENTRAL and sends home a note via email or post. Students on a code 3 are not permitted to attend events or represent the school without the permission of senior school executive.</p>
<ul style="list-style-type: none"> ● Inappropriate language. ● Throwing food at others. ● Throwing rocks/sticks not at others. ● Teasing or putting others down. ● Spitting. ● Leaving classroom without permission. ● Inappropriate touching (Minor pushing, tripping, shouldering). ● Continually choosing not to wear school uniform. ● Consistently breaking code 1 rules. 	<ul style="list-style-type: none"> ● Throwing objects at others. ● Vandalism (minor). ● Removed from SRE due to poor behaviour. ● Tripping another deliberately. ● Disrespect to teachers, peers, and other staff/visitors. ● Theft. ● Leaving school grounds without permission. ● Harassing behaviour including both verbal and non-verbal and physical. ● Serious disobedience towards staff. ● Spitting on a student. ● Sent from class x 3 crosses. ● Refusing to leave the classroom after 2 or 3 crosses. ● 3 negative behaviour entries will result in a Code 3. A parent/teacher conversation must occur before the code is submitted.

<p>DETENTION and REFLECTION– 4 DAYS, CODE 4</p> <p>Student attends four days of detention and reflection at lunchtime. Teacher fills in an orange detention slip and places in the appropriate place in the office area. Detention teacher records in the detention registers. Deputy Principal records on SENTRAL and sends home a note via email or post. Students on a code 4 are not permitted to attend events or represent the school without the permission of senior school executive.</p>	<p>SUSPENSION</p> <p>Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The duration can be:</p> <ul style="list-style-type: none"> - up to 5 consecutive school days for students in Kindergarten to Year 2 - up to 10 consecutive school days for students in Year 3 to Year 6 <p>Further periods of 5-day extensions, in consultation with the Director, Educational Leadership, can occur if necessary.</p>
<ul style="list-style-type: none"> ● Throwing rocks and injuring someone. ● Violence capable of causing injury. ● Abusive language directed at staff or student. ● Repeated or extreme disobedience. ● Throwing objects in a forcible manner which also may have injured someone. ● Vandalism – major. ● Continual bullying. ● Inappropriate touching (aggressively hitting, punching, slapping). ● Cyberbullying including explicit emailing and inappropriate use of IT resources. 	<ul style="list-style-type: none"> ● continued/persistent disobedience and/or disruptive behaviour ● malicious damage to or theft of property ● verbal abuse ● harassment and cyberbullying ● misuse of technology ● discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. ● being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes ● being in possession of, uses or supplies a suspected illegal/restricted substance ● being in possession of, or using weapons including knives and firearms ● using an implement as a weapon ● seriously threatening or engaging in physically violent behaviour ● engaging in serious criminal behaviour related to the school ● engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Further Explanation of Code Levels - Detention and Reflection

CODE 1-Behaviour Entry

Students are placed on a behaviour entry for continually breaking (minor) school rules, or uncooperative behaviour as reported by a teacher. They are not sent to the detention and reflection room. No note is sent home to parents when students are placed on a behaviour entry. Staff may use their discretion to contact parents if required. If a student receives a behavior entry they will not be eligible to receive their AAA Award.

CODE 2

Students are placed on CODE 2 for a 2-day detention and reflection offence and loss of privileges may occur at the discretion of the principal. This may include excursions, sporting team activities, performances etc. occurring during the time-out period. Students will return to CODE 0 after completion of detention and reflection plus 1 week free from unacceptable behaviour at school. A note is sent home to parents who may be contacted for an interview.

CODE 3

Students are placed on CODE 3 for a 3-day detention and reflection offence. On CODE 3 there is significant loss of privileges whilst the student is serving their three days in detention and reflection. This will include excursions, end of term rewards day, school concerts, sporting team activities, visiting performances, state competitions and any other event at the schools Welfare Committee's discretion. A note is sent home to parents explaining the loss of privileges, and parents may be requested to attend an interview to discuss their child's behaviour. Correct behaviour and reflection are reinforced by the supervisor. **If a student is placed on CODE 3 three times or more throughout the year, they will be excluded from major excursions which would include: Year/grade excursions and all sport and cultural activities including school, zone, regional and state representation which occur after their 3rd CODE 3 for the rest of the year.** Parents are notified and will be requested to attend an interview. The student may be referred to the school counsellor, will require an individual playground support plan and may lose all privileges for a specified time. A documented program of improvement is set in place which is negotiated with all stake holders. **Students return to CODE 0 after completion of detention and reflection plus 1 week free from unacceptable behaviour at school. The documented management plan may follow until student reaches Level 0.**

CODE 4

Students are placed on CODE 4 for a 4-day detention and reflection offence. Students may also be suspended on a CODE 4 if the behaviour is deemed persistent. On a CODE 4 students may lose all extra privileges while serving their detention and reflection which includes all excursions, sporting team activities, competitions, visiting performances and any other events at the school's welfare Committee's discretion. **If a child is placed on CODE 4, two or more times throughout the year, they may not attend any major excursions which would include Year/grade excursions and all sports and cultural activities, including school, district, zone and state representation and any other activities at the discretion of the principal.**

Students who continue to break rules and do not respond to their negotiated behaviour management plan may be suspended. On their return to school a documented program of improvement is implemented involving all stake holders. A loss of privileges may be part of this plan until positive behaviour is displayed. A student returning from suspension must complete 2 days detention and reflection and a remaining 3 days on a restricted playground.

Continued bus warnings or suspension from the bus may lead to loss of school representation and possible school suspension at Principal's discretion.

Serious and ongoing negative behaviours of concern may lead to an expulsion from school according to NSW DoE policy.

General Procedures

In class behavioural procedures

If a student does not comply with classroom procedures their name is placed on the board along with a cross as a warning. If a further incident occurs a second cross is recorded, and the student is sent to buddy class for “time-out.” On returning to the classroom if a further indiscretion occurs the student is given a third cross and they are sent to the stage supervisor for the remainder of the session. This is recorded as a Code 3 and the student goes to detention and reflection as outlined above. Further incidents will be reported to the stage supervisor or senior executive for follow up.

In playground

Students who do not follow appropriate school rules in the playground will be spoken to by the teacher on duty. The teacher may give them a verbal reprimand, ask them to remain in a playground time out/reflection area or walk with them for a time period – depending on the infringement there may be a follow up consequence or further discussion with other school staff. If the student continues to not follow playground rules they may be sent to the office, school executive or detention and reflection room for further discussion or action.

Partnership with parents/carers

South Grafton PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies in regular meetings with our P&C.

South Grafton PS will communicate these expectations to parents/carers by school distribution email lists and weekly school newsletter.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for. Ensuring respectful learning environments for all members of NSW Public Schools communities. The best education happens when parents and schools work together. See link below for charter.

[school-community-charter \(nsw.gov.au\)](https://www.nsw.gov.au/school-community-charter)

School Anti-bullying Plan and Behaviour Code for all NSW DoE students

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

[behaviour-code-students-english.pdf](#)

Reviewing dates

Last review date: 1/3/24

Next review date: 1/9/24



PBL CODE OF CONDUCT MATRIX

Inspiring excellence through PRIDE



Core Values	All Settings	Canteen	Toilet	Eating Areas	Assembly - Stage	Assembly- Outside	Classroom	Playground	Arriving at School	Leaving School	In the lines / On the Bus	Emergency
P Positive Participation	I listen and learn.	I stand steady in straight lines. I order my recess and lunch before school.	I use the toilets sensibly before school, at recess and lunch when needed.	I listen to the teacher and follow instructions. I only leave when given permission.	I have my eyes to the front. I give my full attention to the person on the microphone. I sing the National Anthem proudly. I participate in class performances.	I walk to class lines on first bell. I stand still and silent on the second bell. I listen to teacher instructions.	I have things ready for lessons. I place my bag neatly on the rack. I sit still and look at the person speaking. I pay attention to what they say. I try to do what they say.	I walk and talk on the concrete. I play nicely with my friends. I leave the playground, have a drink and go to the toilet on the first bell. I am standing in my class line by the second bell.	I go straight to school safely. I sit until the bell goes at 8.30am. I walk on the concrete.	I walk and talk on the concrete. I walk straight to bus lines. I walk straight home.	I go straight from class to my line. I sit in my line. I walk to the bus. I find a seat, I do not 'fuss'.	I remain sensible and calm. I know the expectations (if I am chosen for the message).
R Respect and Responsibility	I speak politely and wear my uniform.	I use a quiet voice. I say 'please' and 'thank you'.	I respect the privacy of others. I am quiet and quick.	I keep areas clean and tidy. I put rubbish in the bin. I put my lunchbox in the lunch tub. I look after my belongings.	I walk to the hall. I walk in two straight lines. I walk without talking.	I stand at ease in class line. My uniform is neat and tidy.	I call people by their names. I use manners when I speak. I wait my turn. I value the opinion of others.	I share. I wear my hat. I follow our code of conduct. I follow teacher instructions.	I am polite and respectful to all who pass. I wear my school uniform. I wear my hat.	I am polite and respectful to all who pass. I wear my hat. I wear my school uniform. I have all my belongings.	I listen carefully to the teacher and the bus driver. I do what I am told. I am respectful of others around me.	I listen to the teacher. If I am chosen for the message, I listen / go / repeat.
I Integrity	I am honest.	I am only there when I am buying for myself.	I walk to the toilets. I am only there when I need to be.	I eat my own food and drink my own drink.	I sit still on the floor. I put my hand up to answer a question.	I stand tall and show I am proud to be at SGPS. I follow instructions of the teacher on the Mic.	I tell the truth. I am a good friend. I look after my property and school property.	I stay in the right area. I tell the truth.	I am honest.	I am honest.	I am honest. My device is kept in my bag.	I am honest. I do not exaggerate.
D Discipline and Determination	I follow the rules.	I keep my hands to myself.	I aim and flush correctly. I wash my hands and turn taps off.	I sit while eating.	I listen to the teacher. I sit like a good listener. I ignore others.	My eyes look at the teacher on the Mic. I stand still. I am instructed by the teacher. I turn without talking.	I know and understand the school rules. I follow the rules.	I pack up sensibly when asked. I stop playing when I hear the bell.	I walk in the gate and wait in the designated area.	I walk through the school and out through the gate.	I remain seated the whole time. I ignore others. I tell the teacher or the bus driver if there is a concern.	I move away from the area and the emergency (unless the teacher chooses me for the message).
E Excellence	I always do my best.	I leave the canteen area when I am finished.	I leave the toilets clean.	I eat politely.	I show good manners. I clap politely to celebrate the success of peers.	I walk to class quietly in two lines.	I work hard. I finish the job that I do. I always do my personal best.	I help myself. I help others. I see the teacher if I need help.	I am on time and ready.	I go home directly without playing.	I go directly to my line from class. I walk directly home from my bus stop.	I am sensible.