

## Gorokan Public School School Behaviour Support and Management Plan

### Overview

Gorokan Public School adopts a comprehensive, evidence-based approach to wellbeing and behaviour management, ensuring a safe, inclusive, and supportive environment for all students. The school utilises trauma-informed practices, understanding the impact of trauma on students' emotional and behavioural development, and provides targeted support to those who need it. These practices are grounded in evidence-based strategies that prioritise empathy, emotional regulation, and resilience-building.

In fostering inclusion and celebrating diversity, Gorokan Public School creates an environment where every student feels valued and respected, regardless of their background or experiences. The school is committed to addressing the unique needs of each student, ensuring that everyone, including those with additional needs, have the support they require to thrive academically and socially.

Proactive teaching strategies and student engagement are essential in every classroom creating an environment where students feel supported and motivated to participate. Teachers use strategies such as setting clear expectations, providing consistent feedback, and establishing routines, students are more likely to understand what is expected of them and stay on task. Engaging students through interactive lessons, meaningful activities, and opportunities for choice also helps to capture their interest and keep them focused. This combination of structure and engagement minimizes distractions, reduces disruptive behaviour, and fosters a positive classroom culture where students are more inclined to behave respectfully and responsibly.

A key element of the school's approach is the integration of Choice Theory, which encourages students to take responsibility for their actions. By understanding that behaviour is a choice influenced by unmet psychological needs, students are empowered to make positive decisions, solve problems, and develop self-regulation skills.

Anti-bullying is central to the school's wellbeing strategy. Clear anti-bullying policies are in place, and the school actively works to prevent bullying through education, awareness, and the promotion of respectful relationships. Incidents of bullying are addressed promptly and effectively, with a focus on restorative practices that support both the victim and the perpetrator in understanding the consequences of their actions and repairing harm.

### Partnership with Parents and Carers

Collaboration with families and the broader community is a cornerstone of Gorokan Public School's approach. Our school collaborates with parents and caregivers to ensure consistent and holistic support for students, creating a unified approach to behaviour management that extends beyond the classroom. This partnership strengthens the school's ability to nurture a positive school culture, where all students feel safe, respected, and empowered to succeed.

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. We will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

1. inviting parent/carer and student feedback through formal and informal means, such as Departmental Wellbeing surveys, school surveys, consulting with the P & C and local AECG;
2. using concerns raised through complaints procedures to review school systems, data and practices, and
3. communicating expectations to parents/carers through the school newsletter, Facebook page, SENTRAL portal and school website.

### 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](#).

### School-wide Expectations and Rules

Gorokan Public School has three overarching expectations across the school. Students strive to be:

**Safe, Respectful and Successful.**

These expectations are then broken down into behaviours that are expected in different parts of the school and are explicitly taught to all students using a common language. The following are examples of school rules that are displayed across the school:

Area	Be Safe	Be Respectful	Be Successful
Walkways	Walk	Walk with the crowd	Responsible for belongings
	Be aware of Others	Keep to the left	Reach the destination quickly
	Walk in with scooters and bikes	Respond quickly to the bell	Follow staff directions
	Stay in bounds	Help Others	
Canteen	Walk	Wait quietly in lines	Say please and thank you
	Line up behind the yellow line	Maintain personal space	Enjoy your food under the COLA
	Carry items carefully	Use bins	Follow staff directions
	Walk	Wait quietly in lines	Say please and thank you

Area	Be Safe	Be Respectful	Be Successful
Ovals	Wear your hat	Pack away equipment	Improve skills and fitness
	No food	Share the court	Follow staff directions
	Supervised with staff	Respond quickly to the bell	Maintain the net
	Walk	Help others	
Toilets	No Food	Keep area clean	Responsible for belongings
	Privacy for everyone	Take turns	Follow staff directions
	Seek permission in class time	Wait outside if toilets are busy	Report issues
	Wash your hands	Help others	
Red and Orange Parks	Walk	Share the equipment	Responsible for belongings
	No food	Take turns	Have fun playing in the park
	Supervised with staff	Respond quickly to staff directions	Follow staff directions
	Only go down the slide	Help others	
COLAS	Stay in bounds	Put rubbish in the bin	Responsible for belongings
	No running games	Quiet activities	Improve skills and fitness
	Supervised with staff	Respond to the bell quickly	Follow staff directions
	Walk	Help others	

### Whole School Approach Across the Care Continuum

The wellbeing and behaviour of students is dynamic, and students may require support at different points on the continuum at various stages of their schooling. The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students.

These approaches and strategies within the care continuum 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:

- Prevention Interventions - creating a safe and respectful learning and play environments for all students;
- Early and Targeted Interventions - providing early intervention and targeted support for disruptive student behaviour, for some students at risk of developing negative behaviours, and
- Individual Interventions – intense support for students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions.

Care Continuum	Strategy or program	Details	Audience
Prevention	Community Liaison / Attendance Officer	<ul style="list-style-type: none"> <li>• Supporting families during transition</li> <li>• Link between school and home</li> <li>• Monitoring and liaising with families regarding their child’s attendance</li> <li>• Aid families in accessing medical, financial, housing assistance</li> <li>• Referrals to external support agencies</li> </ul>	Whole School Community
Prevention	Breakfast Club	<ul style="list-style-type: none"> <li>• Provides access to a free health breakfast for students who require it.</li> <li>• Builds strong connections between staff and students.</li> </ul>	All students
Prevention	Lunch Club	<ul style="list-style-type: none"> <li>• Provides a lunch of healthy food choices for identified students.</li> <li>• Orders are prepared by staff and added to the canteen lunch baskets to ensure the privacy of students.</li> </ul>	All students
Prevention	Choice Theory	<ul style="list-style-type: none"> <li>• Professional learning for staff</li> <li>• The Get Happier Project bringing together the tools for independence, resilience and mental health.</li> </ul>	Teaching Staff All students
Prevention	Positive Rewards	<ul style="list-style-type: none"> <li>• Gorokan gold awards and outstanding stickers recognising good behaviour and engagement in learning.</li> <li>• End of term reward days celebrating continued engagement and good behaviour choices.</li> <li>• Grade gathering celebrating learning and behaviour.</li> </ul>	All students
Prevention	Attendance	<ul style="list-style-type: none"> <li>• Daily attendance draws</li> <li>• Coloured bands rewarded for levels of good attendance.</li> <li>• Attendance rates communicated to parents at the end of each term.</li> <li>• CLO to maintain contact with families and support them to explain absences.</li> <li>• Newsletter notices encouraging the</li> </ul>	Whole School Community

Care Continuum	Strategy or program	Details	Audience
Prevention	Student Voice	<ul style="list-style-type: none"> <li>• Class captains</li> <li>• SRC (High VIS)</li> <li>• Student leadership team</li> <li>• House Captains</li> </ul>	Whole School Community
Prevention	Transition programs	Provided to all students starting Kindergarten, moving to high school, new students and support class placements.	All students
Prevention	Consistent Classroom Practice	<ul style="list-style-type: none"> <li>• Implementation of engagement norms across the school in every classroom.</li> <li>• Use of visual timetables in all classrooms.</li> <li>• The Incredible 1 to 5 Scale teaching the tools needed to develop emotional intelligence.</li> <li>• Use of behaviour steps consistently in every classroom.</li> <li>• Lessons explicitly designed to teach the school behaviour expectations in all areas of the school.</li> <li>• Display of school vision across the school.</li> </ul>	All students
Prevention	Culturally Inclusive Days	<ul style="list-style-type: none"> <li>• Harmony Day</li> <li>• EALD support</li> </ul>	Whole School Community
Prevention	Aboriginal Cultural Initiatives	<ul style="list-style-type: none"> <li>• Connecting to Country Professional Learning</li> <li>• Aboriginal Education Officer (AEO)</li> <li>• School Funded Aboriginal School Support Officer (SLSO)</li> <li>• Dhinewan Program</li> <li>• Didge Group</li> <li>• Dance Group</li> <li>• NAIDOC celebrations</li> <li>• Reconciliation Committee</li> </ul>	Whole School Community
Prevention	Explicit Instruction Teaching Practices (pedagogy)	Teachers are receiving ongoing training, support in mentoring in the principles of explicit instruction to increase student engagement and learning.	Whole School Community
Prevention	Wellbeing Initiatives	<ul style="list-style-type: none"> <li>• National Day Against Bullying</li> <li>• R U OK Day</li> <li>• School Camps and excursions/incursions</li> </ul>	Whole School Community
Prevention	School Chaplain	<ul style="list-style-type: none"> <li>• Works with student 3 days each week providing pastoral care to students and families</li> </ul>	Whole School Community

Care Continuum	Strategy or program	Details	Audience
Prevention	Class formation	<ul style="list-style-type: none"> <li>Careful attention is placed on forming classes considering a range of needs including academic, social, emotional and sensory needs.</li> <li>Transition meetings to pass on information between teachers to support a success start to the new year.</li> <li>Parent teacher meetings in Term 1 to share important information about each child and to consolidate connections between home and school.</li> </ul>	School Staff
Prevention	Social and community supports	<ul style="list-style-type: none"> <li>CLO</li> <li>AEO, Aboriginal SLSO</li> <li>Playground support</li> <li>Representative sporting teams</li> <li>Parent support</li> <li>CLO</li> <li>SACC</li> </ul>	Whole School Community
Early Intervention	Attendance	<ul style="list-style-type: none"> <li>Referral of students to LST for concerning rates of attendance</li> <li>Meetings with families convened to discuss barriers to attendance and set achievable goals.</li> </ul>	Individual Students
Early Intervention	Learning Support	<ul style="list-style-type: none"> <li>Proactive LST</li> <li>OT and Speech therapist in residence program - addressing sensory, social and communication needs.</li> </ul>	Individual Students
Early Intervention	Classroom initiatives	<ul style="list-style-type: none"> <li>Calm space in classroom</li> <li>Sensory supports provided</li> <li>Buddy class as part of behaviour steps process</li> </ul>	Individual Students
Early Intervention	Police Youth Liaison Officer	<ul style="list-style-type: none"> <li>Whole school engagement in cyber safety and social programs</li> </ul>	Individual Students
Early Intervention	SEL Programs	<ul style="list-style-type: none"> <li>Smith Family - Learning for Life, Passport to Success, Student to Student reading program</li> <li>Learning Links – Cool Kids, Dinosaur School</li> <li>Baptist Care – Brave Me</li> </ul>	Individual Students
Early Intervention	Communication with parents	<ul style="list-style-type: none"> <li>Phone calls, emails, behaviour cards – classroom and playground</li> <li>Newsletter</li> </ul>	Individual Students

Care Continuum	Strategy or program	Details	Audience
Early Intervention	Playground Initiatives	<ul style="list-style-type: none"> <li>Differentiated play times K-2, 3-6</li> <li>SLSO support</li> <li>Playground areas defined for specific play</li> <li>Designated quiet play areas</li> </ul>	All Students
Early Intervention	Transition programs	Vulnerable students starting Kindergarten, moving to high school, new students and support class placements.	Individual Students
Targeted Intervention	Attendance	HSLO and attendance team meetings with individual families to develop Attendance Improvement Plans to be modified over 5 weeks.	Individual Students
Targeted Intervention	Occupational Therapy support	<ul style="list-style-type: none"> <li>Identified through the LST process, observations and parent request</li> <li>Sensory supports, movement breaks</li> </ul>	Individual Students
Individual Intervention	Police Youth Liaison Officer	<ul style="list-style-type: none"> <li>Support with 1:1 / small group programs, mentoring, support during suspension resolution meetings and conflict resolution.</li> </ul>	Individual Students
Individual Intervention	Attendance	<ul style="list-style-type: none"> <li>Completion of HSLO/ASLO processes including formal attendance plans and court procedures.</li> </ul>	Individual Students
Individual Intervention	Behaviour Planning	<ul style="list-style-type: none"> <li>Individual Behaviour support plans, Behaviour response plans, risk management plans</li> <li>Functional behaviour assessment to identify triggers and the purpose behind unacceptable behaviours</li> <li>Team Around the School including:                             <ul style="list-style-type: none"> <li>- Learning and Wellbeing team</li> <li>- APLAS</li> <li>- HSLO / ASLO</li> <li>- Behaviour Specialist</li> <li>- Support and Interagency Coordinator</li> </ul> </li> </ul>	Individual Students
Individual Intervention	Learning Support Team	<ul style="list-style-type: none"> <li>Collaborating with families, health professionals and outside agencies to support the Disability Confirmation and access request process.</li> </ul>	Individual Students



## Planned Responses to Positive Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, including Bullying and Cyber-bullying

Gorokan Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Incredible 1-5 scale and The Get Happier Project consist of evidence-based strategies that provide our students with the tools they require to develop self-regulation and to make positive choices about their own behaviour. We aim to foster a sense of personal responsibility, improve interpersonal relationships, and encourage students to make positive choices based on their needs.

### The Gorokan Public School Behaviour Steps

These steps are displayed in every classroom and learning space across the school. They are explicitly taught, revised and implemented by all staff using a consistent approach and common language. Each student has a peg with a picture or their name on it. All students start the day on Good Choices. The name is moved up and down the steps as they make good choices if they need a reminder of the school behaviour expectations. Students who have consistently made good choices will have their peg moved to Outstanding step and will receive an Outstanding sticker to take home.

### The Gorokan Public School Behaviour Matrix

The behaviour matrix provides a framework of responses to behaviour (both appropriate and inappropriate) are applied consistently across the school. Both students and staff are given opportunities to develop a deep understanding of acceptable behaviours, paired with consequences for inappropriate behaviour choices ensuring that students are Safe, Respectful and Successful learners.





GOROKAN PUBLIC SCHOOL BEHAVIOUR MATRIX			
Green Behaviours	Yellow Behaviours	Orange Behaviours	Red Behaviours
<p><b>Positive behaviours</b></p> <ul style="list-style-type: none"> <li>Engaged and interacting in learning</li> <li>Willing to participate</li> <li>Following all instructions</li> <li>Active listening</li> <li>Ready to learn</li> <li>Organised</li> <li>On time for learning</li> <li>Supporting friends in positive choices</li> </ul>	<p><b>Physical violence</b></p> <ul style="list-style-type: none"> <li>Rough, physical and/or hands on play</li> <li>Taking hats from other people's heads</li> </ul>	<p><b>Physical violence</b></p> <ul style="list-style-type: none"> <li>Pushing, shoving, throwing objects</li> <li>Ongoing taking of someone's hat from their head</li> <li>Intention to provoke violence / threat of violence</li> <li>Spitting without intent to hit someone</li> </ul>	<p><b>Physical violence</b></p> <ul style="list-style-type: none"> <li>Pursuing to fight</li> <li>Hitting or any contact with force</li> <li>Repeated intention to provoke or actual threat of violence</li> <li>Intentional spitting at someone</li> </ul>
	<p><b>Unsafe Play</b></p> <ul style="list-style-type: none"> <li>Hands and feet not to self</li> <li>Ongoing non-compliance to wear hat</li> <li>Tossing sticks or rocks</li> <li>Ongoing running on hard surfaces</li> </ul>	<p><b>Unsafe Play</b></p> <ul style="list-style-type: none"> <li>Tackling / striking during a game</li> <li>Tackling / striking in the classroom</li> <li>Playing banned games</li> <li>Throwing sticks or rocks</li> </ul>	<p><b>Unsafe Play</b></p> <ul style="list-style-type: none"> <li>Tackling / striking during class or play time with intent to harm</li> <li>Throwing sticks/rocks or objects at someone</li> </ul>
	<p><b>Verbal Abuse</b></p> <ul style="list-style-type: none"> <li>Backchat / low level negative comments</li> <li>Accidental swearing not directed at anyone</li> <li>Sustained screaming</li> </ul>	<p><b>Verbal Abuse</b></p> <ul style="list-style-type: none"> <li>Intentional swearing</li> <li>Intentional swearing at someone</li> </ul>	<p><b>Verbal Abuse</b></p> <ul style="list-style-type: none"> <li>Ongoing intentional swearing</li> <li>Ongoing intentional swearing at someone</li> <li>Racial comments / discriminatory language</li> </ul>
	<p><b>Disruptive Behaviours</b></p> <ul style="list-style-type: none"> <li>Not following instructions / directions</li> <li>Calling out</li> <li>Off task, out of seat</li> <li>Littering</li> </ul>	<p><b>Disruptive Behaviours</b></p> <ul style="list-style-type: none"> <li>Ongoing refusal of request</li> <li>Verbal disrespect, non – compliance or defiance</li> </ul>	<p><b>Disruptive Behaviours</b></p> <ul style="list-style-type: none"> <li>Physical reaction with refusal of request</li> <li>Ongoing verbal disrespect, non – compliance or defiance</li> </ul>
	<p><b>Harassment (teasing)</b></p> <ul style="list-style-type: none"> <li>Isolated put downs</li> <li>Provoking of other students to cause an emotional or physical reaction (stirring kids up)</li> </ul>	<p><b>Harassment</b></p> <ul style="list-style-type: none"> <li>Ongoing put-downs</li> <li>Ongoing provoking of other students to cause an emotional or physical reaction</li> <li>Harassing- racial, cyber or sexual – <i>can be escalated depending on seriousness</i></li> <li>Invading privacy in toilet</li> </ul>	<p><b>Harassment (AP / DP determined)</b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Harassing- racial, cyber or sexual</li> </ul>
	<p><b>Out of bounds</b></p> <ul style="list-style-type: none"> <li>Playing in non-play areas e.g. toilets, gardens</li> <li>Repeatedly out of class without permission</li> <li>Late to lines</li> <li>Climbing on fences / railings</li> <li>Absconding in sight of teacher</li> </ul>	<p><b>Out of bounds</b></p> <ul style="list-style-type: none"> <li>Repeated playing in non-play areas e.g. toilets</li> <li>Refusal to go to lines</li> <li>Absconding from class or out of bounds during play (out of sight)</li> </ul>	<p><b>Out of bounds</b></p> <ul style="list-style-type: none"> <li>Ongoing refusal to go to lines</li> <li>Absconding from school grounds</li> <li>Repeated absconding from class or out of bounds (out of sight) during play</li> </ul>
	<p><b>Destruction or damage of property</b></p> <ul style="list-style-type: none"> <li>Damage due to careless choice of behaviour</li> <li>Using property of others without permission</li> <li>Putting other people's items in the bin</li> </ul>	<p><b>Destruction or damage of property</b></p> <ul style="list-style-type: none"> <li>Regularly taking peoples things for use at school</li> <li>Intentional damage to school equipment (ripping up books)</li> <li>Graffiti of school property (walls, chairs, books)</li> <li>Ongoing putting of people's items in the bin</li> <li>Intentionally breaking school technology</li> </ul>	<p><b>Destruction or damage of property</b></p> <ul style="list-style-type: none"> <li>Theft</li> <li>Intentional damage to any school property – e.g. smashing windows / destroying gardens</li> <li>Ongoing graffiti of school property</li> <li>Ongoing putting other people's items in the bin</li> <li>Smashing / destroying school technology</li> </ul>

	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Mistreating equipment</li> <li>Interfering with other people's technology (turning off – messing with work)</li> <li>Inappropriate website choice</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Changing people's passwords</li> <li>Ongoing inappropriate use of technology - such as website choice</li> <li>Interfering with other people's work</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Ongoing changing of other people's passwords</li> <li>Ongoing inappropriate use of technology - such as website choice</li> <li>Ongoing interference of other people's work</li> <li>Cyber-bullying</li> </ul>
<p><b>ACTIONS:</b> <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Specific positive praise</li> <li>Gorokan Gold</li> <li>Negotiated student reward (check support plan)</li> <li>'Outstanding' sticker at the end of the day</li> <li>Positive phone call home</li> <li>Certificates, classroom praise initiatives</li> <li>Exec visit for positive reinforcement.</li> </ul>	<p><b>CONSEQUENCES:</b> <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Progress through behaviour steps in classroom</li> <li>Walk and talk with teacher</li> <li>'Fair' teacher determined consequence</li> <li>Triage and teach positive replacement behaviour</li> <li>Phone call home (Teacher discretion)</li> </ul>	<p><b>CONSEQUENCES:</b> <b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Progress through behaviour steps in classroom</li> <li>Loss of play at break with classroom teacher or walk and talk if on duty</li> <li>Classroom Teacher makes phone call home</li> </ul>	<p><b>CONSEQUENCES:</b></p> <ul style="list-style-type: none"> <li>Attendance at <b>Planning Room</b>, the following day</li> <li>Develop and/or adjust Student Support Plans</li> <li>AEO/EAL-D support, ARCO involvement (If applicable)</li> <li>Classroom Teacher makes phone call home</li> </ul>
	<p><b>ACTIONS: (Prevention / Early Intervention)</b> <b>Teacher:</b> SENTRAL entry <b>Yellow</b> for ongoing behaviour - (teacher discretion for one-off incidents)</p> <ul style="list-style-type: none"> <li>Teacher must contact the parent/carer if the student has out of character ongoing low-level behaviours across the day and / or the behaviours persist over days and are reflective of <b>Orange</b> and they log on SENTRAL.</li> <li>Behaviour Triage – Open Road Card (teacher discretion)</li> <li>Individual support visuals (ongoing behaviours) AP/LST support</li> </ul>	<p><b>ACTIONS: (Early / Targeted Intervention)</b> <b>Teacher:</b> SENTRAL entry <b>Orange</b> notify AP</p> <ul style="list-style-type: none"> <li>Class Teacher to contact parent if student has 1 'Orange' Level behaviour, If ongoing (more than 3 x orange levels in one week) refer to stage AP</li> </ul> <p><b>Executive Options:</b></p> <ul style="list-style-type: none"> <li>Unacceptable behaviour letter or Formal Caution sent home</li> <li>Learning Support Team referral (if required)</li> <li>LST support for appropriate Student Support Plans</li> <li>1-5 individual behaviour plan (1-5 IBP) and/or desk visuals and/or Open Road Card and/or Structured Playground Plan (if required)</li> <li>Schedule <b>Planning Room</b> if behaviours are ongoing (if required)</li> </ul>	<p><b>ACTIONS: (Targeted Intervention)</b> <b>Call for support:</b> 1. SLSO, 2. AP, 3, Red card to the office <b>Teacher:</b> SENTRAL entry <b>Red</b> notify AP</p> <ul style="list-style-type: none"> <li>Class teacher to contact parent and give brief overview of incident and inform incident will be followed up in <b>Planning Room</b> the following day, further information will be given after <b>Planning Room</b></li> </ul> <p><b>Executive Options:</b></p> <ul style="list-style-type: none"> <li>Unacceptable behaviour letter or Formal Caution</li> <li>1-5 individual behaviour plan (1-5 IBP) and/or desk visuals and/or Open Road Card and/or Structured Playground Plan</li> <li>LST Referral (if required)</li> <li>AP / LST support to develop and/or adjust Student Support Plans - BRP / SRMP Suspension (Principal determined)</li> </ul>

### Detention, Reflection and Restorative Practices

The following are strategies used to support students to reflect on their behaviour, make choices about future behaviours and repair relationships. The time assigned for this is usually during break times. Students are given ample opportunities to go to the toilet and eat during these breaks. The length of time spent during these interventions is based on the age/developmental stage of the student. The time needed to discuss events and make plans will not necessarily take the entire break time.

Strategy	Action	When and how long?	Who coordinates?	How are these recorded?
Planning Room	<p><u>Debrief</u> Students are supported to reflect on their behaviour and guided through the details of the incident (if appropriate) by executive staff using the fundamentals of the Get Happier toolbox and any evidence that is available (including witness statements and camera footage if available).</p> <p><u>Restorative Conversations</u> Discussion around the impact of their behaviour on others and the development of consequences that are appropriate and proportionate to the behaviour of concern. Examples include, apology, showing others appropriate kindness, community service, cleaning and repair of damage.</p>	Same/Next Day Break 2	DP/AP	Documented in Sentral
Playground Support	<p>Students can be supported to foster their social and conflict resolution skills by:</p> <ul style="list-style-type: none"> <li>• Open Roads playground card to be signed by staff each session and sent home to parent to monitor;</li> <li>• playing in set areas to improve supervision, and</li> <li>• quiet Play areas with reduced staff to student ratios.</li> </ul> <p>Structured games where the rules are enforced and students are supported to play appropriately with each other including sharing and taking turns.</p>	As required	P, DP, AP, CT	Documented in Sentral

### Serious Behaviours of Concern

This term refers to a range of behaviours and actions that negatively impact learning by disrupting the learning environment or put the wellbeing of students and staff at risk. Serious behaviours of concern do not include low-level inappropriate or developmentally appropriate behaviours. Bullying and cyber-bullying are included.

It is the responsibility of the school to respond to all behaviours of concern that apply to student behaviour that occur in the following settings:

- 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.

These behaviours typically require immediate attention and intensive interventions.

### Responding to Serious Behaviours of Concern

Responses to student behaviour, including students who display serious behaviours of concern, are recorded in the centralised recording system-Sentral. These responses may include:

- review and documentation of 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 (listed below)
- 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 procedure](#);
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#);
- If a behaviour of concern is also a child protection matter we will apply the Mandatory Reporting Guideline Tool, and
- 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.

### School Anti-Bullying Plan

The Gorokan Public School [Anti-Bullying Plan](#) is updated annually and can be found on the school's website.

### Review dates

Last review date: 31<sup>st</sup> January 2025

Next review date: February 2026