

Holgate Public School Behaviour Support and Management Plan

Overview

Holgate 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 (PBL) and Zones of Regulation.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- At Holgate Public School we are Strong, Safe and Respectful Learners.

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

- STRONG: problem solve, accepts what's happened, flexible thinking
- SAFE: hands and feet to self, right place right time, move safely
- RESPECTFUL: nice words, friendly actions, eye contact
- LEARNERS: ready to learn, get involved, try your hardest

When students are seen demonstrating the behavioural expectations of the school, they are rewarded with a "Gally". Along with the Gally is explicit, positive reinforcement of the behaviour noticed by the teacher. A whole school reward system for Gallies includes:

- Gally tickets awarded daily.
- Gally awards- 50 gally awarded in Friday assembly.
- Five Gally Awards (250 tickets)- presented with a "great Gally" award at presentation night.
- Leader Gally Reward – school leaders reward positive behaviours in the playground/classroom at assembly.
- Individual negotiated class rewards systems implemented K-6

- Positive flow chart system, classroom expectations and reflection sheets implemented in all classrooms.
- Recipients of academic and Gally awards published in the newsletter.
- Certificates- two academic and one PBL focus per assembly.

ALL SETTINGS

STRONG

- Problem Solve
- Accept what's happened
- Flexible thinking

SAFE

- Hands and feet to self
- Right place right time
- Move safely

RESPECTFUL

- Nice words
- Friendly actions
- Eye contact

LEARNERS

- Ready to learn
- Get involved
- Try your hardest

EVERYBODY, EVERYWHERE, EVERY TIME

Gally Ticket

Great Choice

Good Choice

Ready to Learn

Stop Think

Time Out

Reflection Room

STRONG

SAFE

RESPECTFUL

LEARNERS

Name:	Date:
What happened?	How do I feel? <i>(Recall how you felt prior to behaviour, during and after.)</i>
What expectation should I have followed?	How could I respond instead?
<ul style="list-style-type: none"> Strong <ul style="list-style-type: none"> Problem solve Accept what's happened Flexible thinking Safe <ul style="list-style-type: none"> Hands and feet to self Right place, right time Move safely Respectful <ul style="list-style-type: none"> Nice words Friendly actions Eye contact Learner <ul style="list-style-type: none"> Ready to learn Get involved Try your hardest 	<ul style="list-style-type: none"> Talk to a friend Think about my behaviour Buddy box Sensory release Visit another teacher for a short break Go to your safe space Report to a teacher to seek support and have a break
What should I do when I return to the classroom?	

Holgate Public School

GALLY AWARD

For receiving 50 Gallies

Awarded to _____

Congratulations for being a strong, safe and respectful learner.

Principal _____ Date _____

Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>.

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
Early intervention	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole school
Early intervention	Zones of Regulation	The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	Whole school
Targeted Intervention		Classroom teacher works with AP and family to devise a plan to support student engagement and behaviour. Examples include: <ul style="list-style-type: none"> • Communication with parent/carer and, where relevant, communication books/check in cards • Modified individual expectations and goals. • Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. • Functional behaviour assessments may be used. 	AP Class teacher
Individual intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support those students who require a personalised learning and support plan. This includes classroom support, development of behaviour support plans, development of risk assessments and the development of short- and long-term goals for children.	Individual students, families, staff

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection room	PBL classroom systems will be followed consistently by all teachers. After Prompt, redirect, reteach, choice and conference, the student continues to not meet our behaviour expectations they will be asked to go to the determined reflection room appropriate for their age (e.g., Kindergarten 5 mins, Year 3 10 mins). Student completes reflection sheet whilst in reflection room and upon returning to the classroom, students will have a restorative conversation with the teacher and any students impacted by specific behaviours. Three minor behaviours that require reflection room in a 5 school day period will be considered a major and students will attend planning room as a result.	Classroom teacher	Sentral Wellbeing
Planning Room	When a student exhibits a behaviour that is listed as a major on our inappropriate behaviour flow chart, they will attend planning room to speak with an executive. Students will be informed that their displayed behaviour did not meet our school expectations and the expected behaviour will be discussed. The Executive in the planning room will talk with the student about the behaviours exhibited and what options can be taken if this was to occur again. Parents will be notified by letter and phone call.	School Executive	Sentral wellbeing

Partnership with parents/carers

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

Holgate Public School will communicate these expectations to parents/carers by P&C meetings and newsletter information.

School Anti-bullying Plan

[Holgate Public School Anti Bullying Plan 2023](#)



Reviewing dates

Last review date: 11/08/2023

Next review date: 29/01/2024 Day 1, Term 1, 2024