NSW Department of Education

# Glenmore Park High School Behaviour Support and Management Plan

Overview

At Glenmore Park High School we are committed to explicitly teaching and modelling positive behaviour to ensure that all students are connected to their learning.

* Our Goal, as articulated in the school vision statement, is to foster an environment of high expectations and inclusion, focused on developing safe and respectful learners.
* Our daily practice is underpinned by the principles of positive reinforcement, proactive and preventive interventions, inclusivity, restoration, and trauma-informed practice. High expectations for student behaviours are established and maintained through modelling, explicit teaching, clear routines and well-planned responses that are consistently implemented.
* Our processes are founded on the principle of personal responsibility; that students must learn to take responsibility for their own actions and learn to function safely and respectfully in a learning community. Staff are expected to respond consistently and methodically to challenges, and support students in recognising and acknowledging harm, learning from mistakes, and restoring relationships.

Our aims are supported by the Student Wellbeing framework and are underpinned by our weekly Positive Behaviour for Learning (PBL) program that focusses on explicitly teaching all our students from Year 7 to 12 our values and rules of safe respectful learners.

## Partnership with parents and carers

Glenmore Park High School partners with families and carers 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 local AECG and the school’s P & C Association at regular scheduled school meetings. Reminders and updates are also provided through Social Media platforms, School Bytes and the SENTRAL Parent Portal, and at a broad range of school events which include student and school showcase evenings and awards and celebration assemblies.
* The school also engages with parents and carers through phone calls and meetings regarding individual student concerns, and also through consultation on individual student plans including development and updates of Individual Education Plans (IEPs), Personalised Learning Pathways (PLPs) and Pathways Transition Plans.
* Using concerns raised through complaints procedures to review school systems, data and practices.

Glenmore Park High School communicates behaviour expectations to parents/carers through the school website, via letters and emails, in face-to-face meetings, at Open Evenings (including Year 6 into 7 Transition Open Night) and in the transition documentation. The school also sends to all families an annual information package, and provides further follow-up on social media platforms and further links to information and resources in the [Behaviour support toolkit](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit).

## School-wide expectations and rules

Glenmore Park High School has the following school-wide expectations and rules:

**To be safe, respectful, learners**

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| --- | --- | --- |
| **Safe** | **Respectful** | **Learners** |
| Always behave safely in the classroom and in the playground | Follow your teacher’s directions.  Listen and speak respectfully | Arrive at school prepared for learning |
| Take responsibility for your actions,  choices and behaviour | Respect students, staff, and members of the community | Take responsibility for your own learning |
| Take care of our school property, your property, and the property of others. | Resolve conflicts calmly in partnership with the school and staff | Set high standards in your learning |
| Behave safely on the way to and from school. | Wear the correct school uniform with respect and pride in your community | Be a confident lifelong learner |

## 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](https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students).

## Whole school approach across the care continuum

Glenmore Park High 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.

Glenmore Park High School’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice, including approaches for anti-bullying, including cyberbullying. These set the tone for engagement with learning and respectful relationships. The practices include:

* explicitly teaching classroom and school-wide expectations.
* establishing predictable routines and procedures that are communicated clearly to students
* developing positive respectful relationships throughout the school creating optimum conditions for learning.
* regular opportunities to meet with an identified staff member/mentor during the Special Programs time each day.
* mentoring for Aboriginal students through NASCA and Young Mob programs.
* discouraging inappropriate behaviour.
* consistent, clear school wide processes to deal with behaviour issues.
* active supervision of students
* explicit teaching processes across the school providing carefully sequenced and engaging lessons.
* differentiated learning content and tasks to meet the needs of all learners.
* Proactive approach to ensure students’ needs are addressed through the Learning and Support Team supported by consultation with external professionals when required.
* Strong connections with external agencies providing wrap around support for students.

| Care Continuum | Strategy or Program | Details | Audience |
| --- | --- | --- | --- |
| Prevention  Strategies | PBL lessons | Provides lessons around target PBL areas to support positive student growth and behaviour in the school environment | Years 7-10 |
| Year 6-7 transition/ Orientation Day | Year 6 students visit high school for a day to learn about the transition into high school, timetables, have a school tour, meet Year Advisers, and engage in Peer Support training. | Year 6 |
| Police Youth Liaison Officer | Presentations and discussions with students around safety online and in the community. Each year group has a targeted discussion aimed at their age group and trending behaviours. | Whole School |
| Term 1 Parent Communication | Information pack sent home prior to start of Term 1 supports parent understanding of how GPHS addresses expectations for student behaviour and conduct. | Whole School |
| Breakfast Club | Providing breakfast for students on Friday mornings to promote attendance and encourage punctuality. | Whole School |
| Headspace | Headspace presenters work with our students in small groups to discuss strategies to promote positive mental health and wellbeing. | Year 9 |
| Student Support Officer/Chaplain | These roles provide support for immediate wellbeing concerns daily. This assists in de-escalating safety concerns and assists students in developing their resilience. | Whole school |
| Year Meetings | Twice a term for each year group to address year group specific issues and upcoming events. Opportunity to reward students and link in with the school awards system to have year group recognition. | Whole School |
| Managing the Bull | A program run for year 7-8 identified students aimed to build their confidence in managing difficult situations. | Years 7 & 8 |
| Brainstorm Productions | Provides a show to highlight issues around student specific mental health concerns and provides students with strategies to manage issues and seek support. | Year 8 |
| Life Ready Program | Life Ready camp attended during Term 3. Students participate in a range of activities geared towards team building and challenging themselves. Students also complete theory lessons relevant to the Life Ready program including sex and relationships, road and travel safety, drugs and alcohol and mental health and wellbeing. | Year 11 |
| Youth Aware  of Mental Health | External agencies work with our Year 9 students around positive mental health strategies and discuss options for mental health support. | Year 9 |
| Smashed | An incursion which tackles underage drinking with positive thinking. Focuses on young people making tough choices and how to make informed decisions. | Year 8 |
| Prevention  Strategies | Attendance Monitoring System | Rewards days and voucher draws for students who maintain attendance of 90% or higher. | Whole school |
| NASCA | Work through Culture to connect with Community and Country, strengthening Aboriginal and Torres Strait Islander young peoples’ capacities and supporting them to realise their aspirations. | Years 7-10 |
| Pathways to Dreaming | Students access mentors from the Aboriginal and Torres Strait Islanders community to create links in the community and assist them in developing goals beyond school. This involves exposing them to tertiary institutions and practical experience for career pathways. | All Year Groups |
| Young Mob | Through the Young Mob Program, Aboriginal and Torres Strait Islander students increase their knowledge and deepen their understanding of their culture. This supports them to improve their confidence, personal growth and ongoing development for life, education, and work. | Year 7 |
| Elevate Study Skills | Elevate program provided for senior students to assist them in developing their revision and study skills in the lead up to examinations. This is to supports students stress and anxiety around academic performance and assessment periods. | Year 7 and 11 |
| PDH Curriculum | The development of self-management skills enables students to take personal responsibility for their actions and emotions. | Whole School |
| Multicultural Day | A whole-school event that aims to celebrate multiculturalism in the school community through various activities such as food and performances from around the world. The day is also celebrated by encouraging students to wear their cultural dress to school. This encourages the culture of respect and celebration of all teachers and students and their cultural backgrounds. | Whole School |
| The Learning Grounds | Learning Ground in School is a 30-week leadership program for students that is run within school. The program is designed to create a sense of belonging in school, and develop self-esteem to provide a place for students to learn about themselves, how to connect with others within the school community and beyond, and build meaningful friendships. | Year 8 |
| Peer Support Program | Program aimed towards incoming year 7 students who have enrolled in GPHS and identifying some year 10 students that act as student mentors to help their transition from Year 6 into high school. Training occurs in Year 9. | Year 9 |
| School awards System | A digital system that teachers utilise to present bronze awards to students. | Whole School |
| Early Intervention | Attendance Monitoring | Tier 1 Monitoring of students with attendance between 75%-85%. Facilitated by Year Advisors and PBL teachers to check in on students who may be at risk of low attendance due to undisclosed wellbeing issues. | Identified students |
| Wellbeing Team Support | Wrap around support delivered with YAs, AYAs, Chaplains, SSO, Boys’ and Girls’ Advisers, School Counsellors, HSLO | Whole school |
| Seasons Of Growth | An education program that builds the resilience and wellbeing of children who have recently experienced loss due to death, family separation or migration. Seasons of Growth aims to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process. | Targeted Students |
| Individual Interventions | OOHC Plans | A documented and agreed-upon plan that indicates a student's learning requirements in the classroom. This is aimed at increasing wellbeing, student engagement and academic performance for students in OOHC. | Identified students |
| PLP’s | A documented and agreed-upon plan that indicates a student's learning and cultural area they would like to develop further. This is aimed at increasing student engagement and academic performance for students who identify as Aboriginal and/or Torres Strait Islander. | Identified students |
| Individual Behaviour Support/ Risk management Support/safety planning | Documented and agreed-upon plan of action for the student and their teachers which indicates actions required to keep students safe at school. | Identified students |
| Attendance Monitoring | Tier 2 and 3 targeted students are monitored. Strategies encouraged and monitored to improve overall attendance. Severe cases are monitored by HT of Administration and HSLO. | Identified students |
| Transition to Work | Supported work trial, apprenticeship preparation, YES Programs, Productivity Boot Camp. | Year 9-12 |
| Targeted interventions | Learning and Support IEP’s | A documented and agreed-upon plan that indicates a student's learning requirements in the classroom. This is aimed at increasing student engagement and academic performance. | Individuals as required |
| Leadership Team Programs | Junior and Senior Leadership teams. | All years |
| Time Out Passes | Students with specific identified needs are given option of time to self-regulate based on behaviour plan at an agreed location with an agreed staff member. Time varies based on individual wellbeing plan. | Individuals as required |
| Wellbeing Support | Wrap around support delivered with YAs, AYAs, Chaplains, SSO, Boys’ and Girls’ Advisers, school counsellors, HSLO | Whole school |
| Intensive Behaviour Mentoring | Behaviour Support teacher and SLSO work with students at risk of, or pending suspension. Focus on mentoring and maintaining engagement with classwork during absence from lessons. | Individuals as required |

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

Our behaviour management flowchart outlines the school policy around the management of low-level classroom behaviours and behaviours of concern. A behaviour of concern is a challenging, complex, or unsafe behaviour that requires more persistent and intensive intervention. The behaviour flowchart explicitly outlines where a behaviour is managed by the classroom teacher, the processes to be actioned at teacher level and where it is referred to the Head Teacher, the actions that follow and the point that the behaviour becomes a Deputy Principal referral.

A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. However, a pattern of low-level inappropriate behaviour may become a behaviour of concern if it undermines the safety or orderly running of a classroom as a learning environment.

* **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.

**Pre-emptive measures by the classroom teacher may include:**

* seating plan
* classroom entry routines
* starter activity/’Do This Now’
* use of ‘Antecedent’ strategies as defined in classroom management PL sessions.
* use of Learning Intentions/ Success Criteria
* active supervision of students at all times

**Corrective responses by the classroom teacher may include:**

* rule reminder
* re-direct, offer choice or error correction
* prompts
* seat relocation
* adjustment of classwork
* Remain behind at break to discuss/complete work.
* Detention, reflection, restorative practice
* Communication with parent/carer
* Support requested from Head Teacher

**Responses to Serious Behaviours of Concern:**

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. The NSW Department of Education [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06) apply to all NSW public schools.

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.

*\* A ‘clear and close connection between the school and the student(s)’ conduct’ may exist* ***regardless of location*** *when the student is wearing the school uniform or when s/he is not in uniform but is in the company of other students who are wearing the school uniform, or when teachers have responded to an incident involving school students and other students are present or arrive at the scene of that incident. For example, it is sufficient that a reasonable member of the public could be expected to make a connection between the school and the student(s)’ conduct.*

* review and document incident
* determine appropriate response/s, including supports for staff or other students impacted
* refer/monitor student through Student Wellbeing Team, Learning and Support Team or Senior Executive Team
* Senior Executive report to Incident Report Hotline, if required, and respond to advice provided.
* Determine appropriate response for students and staff impacted. DP gathers all details/documentation and presents to Principal for review.
* Review individual behaviour, safety plans and risk assessments.
* Communication and collaboration with parents of all students that are involved in the incident.
* Detention, reflection, restorative practices.
* Formal Caution to suspend, suspension or expulsion.
* Formal Disciplinary Meeting run by Principal with student, support person and DP.
* Return from Suspension Meeting between Principal, parent(s)carers, and student. Documented and formal agreement signed by all parties.
* Counsellor support as required.
* External psychologist/ Paediatric support as required.
* Liaise with the Team Around the School.

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| **Prevention**  Responses to recognise and reinforce positive, inclusive and safe behaviour | **Early Intervention**  Responses to minor inappropriate behaviour | **Targeted/Individualised**  Responses to behaviours of concern |
| 1. Behaviour expectations are taught through PBL. Safe, Respectful behaviours are reinforced each morning on the quad assembly. Further reinforced by classroom teachers | 1. Teacher intervention with classroom strategies include, move seat, redirect, detention, phone calls home | 1. Notify HT, AND if it is a serious behaviour of concern, escalate immediately to DP. |
| 1. Teachers model expected behaviour. Teachers have received explicit PL on classroom management, routines, boundary-setting, pre-empting behavioural issues and use of least-invasive interventions. Teacher-determined seating plans in all classrooms Y7-10. Explicit teaching of lesson content also supports safe respectful learning environments. | 1. Corrective feedback is given to students. Signals from teachers, correct behaviour. | 1. CT/HT/DP acts immediately to settle the situation. Prioritise potentially injured person(s) and provide First Aid before behaviour follow-up/consequences. Strategies such as redirection to another area or time out. HT determines intervention based on Behaviour Flowchart. Incident is recorded on Sentral. |
| 1. Students are rewarded for following agreed school- wide rules through the award system. Parents are notified via the portal when Bronze Awards have been achieved. Letters are emailed for positive behaviour. Silver Awards are presented at Year Meetings. | 1. Direct response, from the teacher, rule reminder, interventions, teacher/HT/student meeting. Given an opportunity to meet expectations before a consequence is given. HT utilises Behaviour Flowchart to manage pattern of incidents. | 1. CT/HT/DP collects statements and reviews the incident. Investigates. Consequences issued. Parents of all involved contacted. Referrals to YA/ HT Wellbeing. Cautions/Suspensions issued. Referral to counsellor or team around the school. |
| 1. Parents participate in attendance at Gold Award assemblies and rewards days to celebrate student achievement. | 1. Teacher records the incident on Sentral. Issues detention. Contact parents, referral to support person/program. Referral to SSO, counsellor, a proactive wellbeing program. The Loss of Privilege system notifies parents when a student has 5 negative entries prompting a discussion with a Deputy Principal around resolving the current concerns. | 1. Referral to the Learning and Support Team to consider previous data including previous support funding, diagnosis, and support. Behaviour Response Plan or Risk Assessment carried out as needed. |

### Reporting and recording Behaviours of Concern

Staff will comply with reporting and responding processes outlined in the:

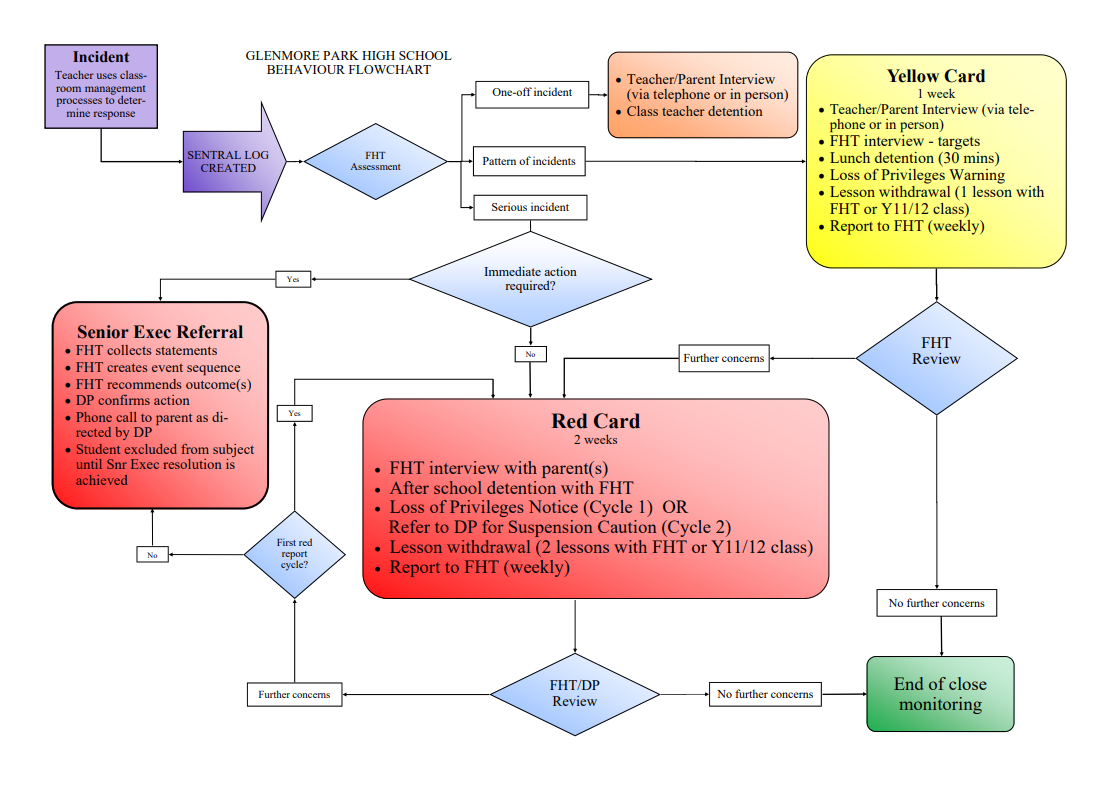
[Incident Notification and Response Policy](https://education.nsw.gov.au/policy-library/policies/pd-2007-0362)

[Incident Notification and Response Procedures](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/incident_proc.pdf)

[Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316) and [Suspension and Expulsion procedures](https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06).

## Detention, reflection and restorative practices

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
| --- | --- | --- | --- |
| Alternate Break Plan: Playground withdrawal during breaks and relocated to designated detention space or the DP’s office area for a supervised break due to breach in behaviour. The purpose is to reflect on their behaviour encouraging the student to make positive choices. | Next break.  Time is dependent upon the situation. | School Senior Executive | Sentral |
| Restorative Practice: Peer mediation with the DP or a Year Adviser | As scheduled | DP/HT Student Wellbeing | Sentral |
| Referral to ARCO: Students who have engaged in, or present a risk of being exposed to, racially motivated or racially aggravated behaviours are provided with inclusivity education by the ARCO | As scheduled | DP/ARCO | Sentral |
| Student Monitoring Booklet: Student carries booklet to each class, teacher provides written feedback, DPs review booklet at every break. Consequences (detention) if student is not meeting expectations, commendation if they are. Booklet signed by parent/carer each night | 1 week for post-suspension. Varies for other students as required. | DP | Paper booklet |
| Intensive Behaviour Mentoring: Withdrawal to Library to work one-to-one with Behaviour Support teacher and SLSO | Day by day as scheduled. Student may be withdrawn for one or more than one lesson at a time. | DPs/Behaviour Support Team | Sentral. Mentor Report is filed after every session. |



GPHS Anti-bullying Plan 2024

What is bullying?

Bullying behaviour has three key features:

* It involves the intentional misuse of power in a relationship
* It is ongoing and repeated
* It involves behaviours that can cause harm

Bullying can happen in person or online. It can be hidden or obvious. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, sexual orientation or gender identity. Bullying can make a person feel anxious, depressed and lonely. It can happen anywhere.

Types of bullying behaviours

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| **Bullying behaviour** | **Examples** |
| Verbal | Name calling, teasing, abuse, putting someone down, sarcasm, insults, threatening to cause someone harm. |
| Physical | Hitting, punching, pushing, kicking, scratching, tripping, or spitting |
| Social | Ignoring, excluding, ostracising, alienating, making inappropriate gestures |
| Psychological | Spreading rumours, dirty looks, hiding or damaging possession, malicious social media posts and private messages, SMS, email messages and inappropriate use of camera phones |
| Cyber bullying | Bullying through information and communication technologies, social media networks such as Snapchat, Instagram and Facebook. |

The New South Wales Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website, <https://antibullying.nsw.gov.au/>, provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Glenmore Park High School’s commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

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| **Dates** | **Communication topics** |
| Every week | **Positive Behaviour for learning (PBL)**: explicit instructions on student behaviour and expectations delivered weekly. Student Diary incorporated in all these lessons.  **Morning Year Assemblies**: Expectations and positive behaviour and relationships reinforced. |
| Term 1 | **School Expectations for GPHS**: general school rules, the Behaviour Code, GPHS Mobile Phone Policy  **Wellbeing Team Awareness**: students introduced to the Wellbeing Team, outlining their roles, accessing them and location in the school.  **Harmony Week:** Activities celebrating Australia’s cultural diversity, inclusiveness, respect and a sense of belonging for everyone.  **Year 7** **Peer Support Lessons**: building awareness of positive relationships, resilience and responding to bullying situations. |
| Term 2 | **Further education around the GPHS Anti-bullying Plan:** What is bullying, forms of bullying, responding to bullying, being anupstander.  **Autism Awareness Day:** Further educating students about autism. Whole school involved, students and staff.  **Brainstorm:** Incursions for Years 7, 8, 9 and 10. |
| Term 3 | **RU OK? Day**: Presented to whole school. Educating students on services available, help seeking behaviours and effective communication strategies. Student Leadership Teams lead activities for this.  **Police Presentations:** Cyberbullying and respectful behaviour presentations (ongoing and throughout the year addressing current issues). |
| Term 4 | **DoE Program**: Youth Aware of Mental Health- Year 9 |
| Ongoing | **Behaviour Code** for students outlined at Year Meetings by Year Advisers regularly and each morning on assembly.  **RAGE Program**: a strengths-based anger management program. It is a solution focused program that is hands on, practical and also fun for participants.  **Managing the Bull**: A program design to build resilience for young people aged 15-17 years. |

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

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| **Dates** | **Communication topics and professional learning** |
| Ongoing | Weekly Wellbeing Team Meetings:data reviewed with wellbeing needs of students a focus.  Wellbeing Team targeted Professional Learning each Term.  Weekly whole school wellbeing updates presented to staff at Wellbeing Morning Tea meeting.  Individual student plans, including PLPs and IEPs, communicated to staff.  Promotion of anti-bullying website for staff, students and parents.  Professional dialogue and communication relating to student relationships and wellbeing. |
| Annually | School Development Day: Review of School Expectations, including Behaviour Flowchart and Behaviour Code for Students, and staff PL on wellbeing team supports and processes.  Annual Child Protection Update/training  Code of Conduct.  Tell Them From Me data shared and actioned. |
| Term 1 | Review of Wellbeing processes and revision of GPHS Anti- Bullying Plan.  Learning and Support briefing on students requiring extra support.  Induction for new staff on SENTRAL at GPHS. |
| Term 2 | Reviewing policy and processes utilising staff and student voice.  Reviewing GPHS Flowchart- Responding to Bullying  Ongoing provision to staff of whole school PBL lesson material. |
| Term 3 | Staff resources for PBL provided weekly.  Safe-Guarding Kids Together. |
| Term 4 | Counsellor PL for staff. |

1.3 New and casual staff

New and casual staff will be informed about our school’s approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

* Information is provided in a handout to staff when they enter on duty at the school
* An executive staff member speaks to new and casual staff when they enter on duty at the school
* The Senior Executive speak to new executive staff when they enter on duty at the school, as part of the induction procedures
* Casual staff are provided with the Staff handbook when they commence at the school as part of the induction process.
* Beginning Teachers are supported through the Early Career Teacher Induction.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). The following are published on our school’s website.

* School Anti-bullying Plan
* NSW Anti-bullying website
* Behaviour Code for Students

### Appendix 2: Bullying Response Flowchart

## Review dates

Last review date: Term 2 2024

Next review date: Term 4 2024