

GRANVILLE EAST PUBLIC
SCHOOL

Behaviour Policy



<https://granville-p.schools.nsw.gov.au/>



2022
Updated 2024



Granville East Public School




210 The Trongate

GRANVILLE NSW 2142

Phone: 9637 1562

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PB4L: All Learning Spaces

GEPS expects that...	Classroom	Library	Tech Cave	Office Block	Hall	Garden	Green
We are proud  'Padma'	<ul style="list-style-type: none"> Be a positive role model Try my best in all learning tasks Recognise my own achievements Strive towards achieving my goals Take pride in our learning space 	<ul style="list-style-type: none"> Be a positive role model Enjoy the library as a learning resource Bring a library bag 	<ul style="list-style-type: none"> Be a positive role model Enjoy the Tech Cave as a learning resource 	<ul style="list-style-type: none"> Be a positive role model Share my achievements with others 	<ul style="list-style-type: none"> Be a positive role model Share my achievements Be aware of my body language 	<ul style="list-style-type: none"> Be a positive role model Enjoy the garden as a learning space Wear my school hat 	<ul style="list-style-type: none"> Be a positive role model Enjoy the green as a learning space
We are courageous  'Caleb'	<ul style="list-style-type: none"> Be a contributor to learning Recognise others' achievements Be responsible for my own actions Accept different opinions 	<ul style="list-style-type: none"> Be a contributor to learning Read widely Use time wisely Be responsible for my own actions 	<ul style="list-style-type: none"> Be a contributor to learning Use the internet responsibly (online safety) Share technology with each other 	<ul style="list-style-type: none"> Walk calmly Use the space for the right reasons Use the office passes appropriately 	<ul style="list-style-type: none"> Be responsible for my own actions Acknowledge others' achievements 	<ul style="list-style-type: none"> Be a contributor to learning Use the space for the right reasons 	<ul style="list-style-type: none"> Be a contributor to learning Use the space for the right reasons Be responsible for my own actions and learning
We are respectful  'Raby'	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep hands, feet and objects to myself Listen to others Be aware of the rights of others Use equipment appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep voices low Respect and return books and materials Be in the right place at the right time 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Handle the technology with care Pack up and return all technology appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Keep voices low Knock on doors before entering Use good manners Be mindful of others space and privacy 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Enter the hall quietly Be in the right place at the right time Leave the hall clean and tidy 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Leave the garden clean and tidy Care for flora and fauna Use equipment appropriately 	<ul style="list-style-type: none"> Follow all staff instructions Use kind words Keep voices low Respect and return all materials Be in the right place at the right time



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PB4L: Playground Expectations

GEPS expects that...	COLA	ASPHALT	TOLIETS	GREEN	NOBBS	HALL COLA	VILLAGE	NATURE PLAY
We are proud  'Padma'	<ul style="list-style-type: none"> Put rubbish in the bin Move immediately when directed by staff 	<ul style="list-style-type: none"> Put rubbish in the bin Wear my school hat Move immediately when directed by staff 	<ul style="list-style-type: none"> Keep toilets tidy Leave when finished Be a positive role model 	<ul style="list-style-type: none"> Put rubbish in the bin Wear my school hat Move immediately when directed by staff 	<ul style="list-style-type: none"> Finish eating before playing on Nobbs Wear my school hat Move immediately when directed by staff 	<ul style="list-style-type: none"> Put rubbish in the bin. Wear my school hat Move immediately when directed by staff 	<ul style="list-style-type: none"> Put rubbish in the bin. Wear my school hat Move immediately when directed by staff 	<ul style="list-style-type: none"> Finish eating before playing Know when it is my class's turn Wear my school hat Move immediately when directed by staff
We are courageous  'Caleb'	<ul style="list-style-type: none"> Use equipment appropriately Use the teacher on duty for support 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Stay in bounds 	<ul style="list-style-type: none"> Wait my turn Use the toilet and bubblers appropriately 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Use strategies to calm down Stay in bounds 	<ul style="list-style-type: none"> Use the teacher on duty for support Play games appropriately and fairly Use strategies to calm down Share the space 	<ul style="list-style-type: none"> Use the teacher on duty for support Stay in bounds Use tennis balls and hand balls 	<ul style="list-style-type: none"> Using equipment appropriately Use the teacher on duty for support Stay in bounds 	<ul style="list-style-type: none"> Share the space Take turns Use the teacher on duty for support
We are respectful  'Raby'	<ul style="list-style-type: none"> Move safely Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use the toilet and wash hands Use toilets at the right time Follow all staff instructions Be mindful of privacy 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions Follow game rules 	<ul style="list-style-type: none"> Use kind words Keep hands, feet & objects to myself Follow all staff instructions 	<ul style="list-style-type: none"> Use kind words Think before I act Follow all staff instructions Follow game rules



GEPS Behaviour Management Flow Chart



Level 1

Follow the Stage behaviour plan and...

1. Prompt (Non- Verbal and Key words)
2. Redirect (Restate Matrix behaviour)
3. Re-teach (Show, explain, practice)
4. Provide Choices (teacher selected)

While using the Stage behaviour plan the...

Behaviour Stops

Re-engage student in learning.

Positive Acknowledgement

Behaviour continues

Behaviour monitoring slip sent to the office & Student in AP Time out

Behaviour monitoring slip returned to teacher to action consequences

Behaviour continues after AP time out

Send behaviour monitoring slip to the office

Student on Big time out - does not return

★ L2 Consequences apply

Level 2

Follow the Stage behaviour plan and...

Remain calm - Inform student of the rule violation & state expected behaviour.
Check for danger- Always ensure student safety

While using the Stage behaviour plan the...

Behaviour Stops

Behaviour monitoring slip sent to the office & Student in AP Time out

Executive Actions
-Reviews incident
-Monitoring sheet returned to teacher

-Restorative conversation
-Re-engage student in learning

Behaviour continues

Student is asked to **immediately leave the classroom** (Monitoring slip to follow ASAP)

SOS card sent to the office

Executive Actions
-Removes student from learning space

Gives student a choice " Office or parent call and go home"

Parent called and student sent home. **Negotiated re-entry required**

★ L3 Consequences apply

Level 3

Follow the Stage behaviour plan and...

Remain calm - Inform student of the rule violation & state expected behaviour.
Check for danger- Always ensure student safety

While using the Stage behaviour plan the...

Behaviour Stops

SOS card sent to the office
Monitoring/ playground slip to follow ASAP)

Executive Actions
-Immediate removal from learning space or playground (**No return**)

-Executive reviews incident
-Refers to Principal

-Consequences determined by Principal
- Teacher to come and discuss outcome

Negotiated student re-entry required

-Restorative conversation
-Re-engage student in learning

Response to all student misbehaviour is: Calm, Consistent, respectful & Considerate

Code of Conduct

This code of conduct aims to ensure that the rights and responsibilities of students, parents and staff are respected and upheld in a safe, supportive and inclusive environment. Every member of the GEPS community deserves to be treated with respect and dignity. All students have the right to access high quality schooling providing them with opportunities to be proud, respectful and courageous.

Students rights and responsibility

Rights

You have the right to:

- Be listened to
- Be given support and advice
- Be spoken to politely
- Be part of the GEPS community
- Make my own choices
- Be shown respect, courtesy and honesty
- Feel safe
- A safe, secure and clean environment
- Be treated fairly no matter what
- Be supported and challenged in my learning

Responsibility

You have the responsibility to:

- Follow all staff instructions
- Use the teacher for support
- Use kind words
- Wear my uniform
- Be responsible for my own actions
- Treat people with respect and dignity
- Behave in a way that makes others feel safe
- Care for our environment
- Act appropriately within and outside of school including online
- Try my best in all learning tasks

Parents rights and responsibility

Rights

You have the right to:

- Be informed about your child's learning and wellbeing
- Expect a safe and fair environment for your child to work and play in
- Quality education for your child
- Be included as part of the GEPS community
- Request a meeting to discuss concerns about your child
- Be shown respect, courtesy and honesty

Responsibility

You have the responsibility to:

- Ensure your child is at school, on time, daily
- Ensure your child's in full school uniform
- Be a partner in your child's learning
- Model positive interactions with all members of the school community
- Stay connected and informed through the school's online platforms
- Regularly communicate with your child's teacher · Support the school in maintaining a safe and respectful learning environment for all students

Staff rights and responsibility

Rights

You have the right to:

- Safe, secure and fair working environment
- Be treated with respect and courtesy
- Be informed about student welfare issues
- Access relevant professional learning
- Be given appropriate support
- Be included as part of the GEPS community
- Be listened to

Responsibility

You have the responsibility to:

- Be conscious of your duty of care to students
- Develop positive and respectful relationships with students and parents
- Value the interests, ability and culture of their students
- Create and maintain supportive and safe learning environments
- Provide learning opportunities to meet a range of student needs
- Improve practice through professional learning
- Assess and provide feedback on student learning



Behaviour Contract



Students rights and responsibility

Rights

You have the right to:

- Be listened to
- Be given support and advice
- Be spoken to politely
- Be part of the GEPS community
- Make my own choices
- Be shown respect, courtesy and honesty
- Feel safe
- A safe, secure and clean environment
- Be treated fairly no matter what
- Be supported and challenged in my learning

Responsibility

You have the responsibility to:

- Follow all staff instructions
- Use the teacher for support
- Use kind words
- Wear my uniform
- Be responsible for my own actions
- Treat people with respect and dignity
- Behave in a way that makes others feel safe
- Care for our environment
- Act appropriately within and outside of school including online
- Try my best in all learning tasks



Student Name: _____

Class: _____

Student Agreement 2025:

I _____ have read and understand my rights and responsibilities at Granville East Public School. I agree to my rights as a learner and to uphold my responsibilities inside and outside of the school grounds. I commit to being a respectful, proud and courageous member of my GEPS community.

Sign: _____

Date: _____

Parent Agreement 2025:

I/ we _____ understand the rights and responsibilities of students at Granville East Public school and have discussed these with my child.

Sign: _____

Date: _____



Community Service



Guidelines

The purpose of community service is to both complete services that put positivity back into the school community and to miss time with peers as a big consequence for actions taken by the student. Community service is a time for reflection, action and learning for students.

Community service can be given for various reasons and can be implemented from a few days to a few weeks. It is always at the discretion of the Principal and Assistant Principals to decide if it is appropriate for students to carry out community service.

These guidelines apply to “Long community service” where the student has had a major incident or in the case of continued and Intentional disobedience. This type of community service starts with 1 week. Should the student be put on “long community service” again, their time would be extended to two weeks.

- Students go to recess with K-2 students at 10:30. They must take their plan to the supervising teacher allocated on their plan.
- During 3-6 recess at 11:00, students complete work at their grade level. This work will be provided by the Assistant Principal. Students will report to a supervising teacher who is allocated on their community service plan.
- During 3-6 lunch times at 1:30, students will complete an allocated community service task with a supervising teacher.
- If a student is away on a community service day, they will complete their service on their return to school.

Students must: Take their plan from their Assistant Principal. Arrive on time, be respectful to supervising teachers, show their best behaviour, put in their best effort when completing work. Return their plan to their Assistant Principal for discussion. *It is the responsibility of the supervising teacher to write comments if the student did or did not do this.*

If students do not: Time will be added to their community service plan by the Assistant Principal. Parents will be contacted.

Examples of community service tasks

- Gardening & Weeding
- Washing outside windows
- Cleaning inside windows
- Reshelving in the library
- Cleaning and organizing K-2 libraries
- Cleaning out store rooms
- Pumping up balls
- Writing apology letters
- Mowing
- Cleaning graffiti
- Picking up rubbish
- Washing cars
- Sharpening Pencils
- Supporting younger students with class work
- Emptying rubbish bins
- Sorting and filing
- Administrative tasks for K-2

Community Service is not just a consequence but a learning opportunity. It's a restorative practice that puts the relationship at the center.

School Community Charter

 **Collaborative. Respectful. Communication.**

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.

We treat
each other
with
respect

What our schools provide

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.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We
prioritise
the wellbeing
of all students
and staff

**Unsafe
behaviour**
is not acceptable
in our schools

We work
together
with the
school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

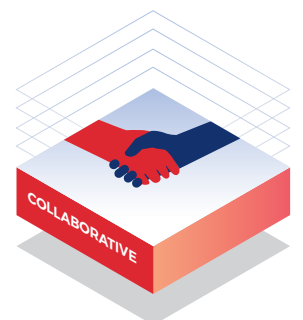
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au

AT GEPS, WE ARE...

RESPECTFUL



Our Rights

- To be valued as an individual;
- To learn without being judged;
- To feel safe;

Our Responsibilities

- To treat people with respect and dignity;
- To be fair, considerate and accepting of others;
- Keep myself safe and care for others;

PROUD



Our Rights

- To feel that GEPS is my school;
- To be supported and given opportunities to achieve my goals;
- To feel confident and happy about my learning;

Our Responsibilities

- To act appropriately within and outside of school;
- Strive towards achieving my goals;
- To recognise my own and others achievements;

COURAGEOUS



Our Rights

- To learn in an encouraging, peaceful environment;
- To be challenged in my learning;
- To stand up for what I believe in;

Our Responsibilities

- To behave in a way that makes others feel safe;
- To persevere when things get tough;
- Lift others up when they are down;

GEPS WHOLE-SCHOOL AWARD SYSTEM

Officially Launched 14 August 2017

GEPstars

was reaching for the stars!!

They were showing respect

GEPSTAR GRINNER! AWARD

NAME: _____

CLASS: _____

For displaying Respect, Pride or Courage in the playground.

FROM: _____

x 10 =

x 3



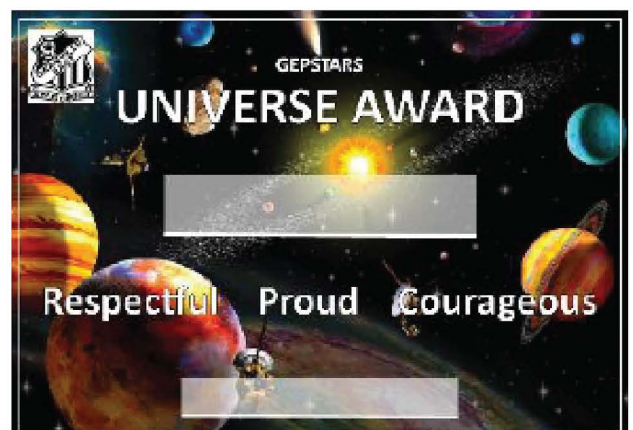
x 3



x 2



x 2





ES1 & Stage 1 Behaviour Management Plan

Reminder... to make better choices

Language: This is your reminder because/ for... Give reason

Reminder to be given for not following expectations such as: Shouting, being in the wrong place at the wrong time, calling out, off task, drawing or ripping class work, leaving the classroom without teacher's permission and inappropriate language.

Your words matter: Being mean on purpose "you're not my friend, I don't like you (isolating others) name calling.

Chance... to make better choices

Language: This is your chance because/ for... Give reason

Chance to be given for not following expectations such as: Shouting, being in the wrong place at the wrong time, calling out, off task, drawing or ripping class work, leaving the classroom without teacher's permission and inappropriate language.

Your words matter: Being mean on purpose "you're not my friend, I don't like you (isolating others) name calling.

Little Classroom Reset

Language: Please go to little classroom reset because/ for... Give reason

Classroom reset to be given for repeated behaviours.

You Need: An allocated space, reset box with reflection sheets, tools to support regulating and a timer.

(5 Minutes)

Big Classroom Reset

Language: Please go to big classroom reset because/ for... Give reason

Classroom reset to be given for repeated behaviours.

You Need: An allocated space, reset box with reflection sheets, tools to support regulating and a timer. Ensure student is completing reflection sheet before returning to class activity.

(10 Minutes)

Office Timeout (Behaviour Communication Record)

Language: Please go to office time out because ...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

Restorative conversation using the K-2 Reflection sheet. Behaviour communication written and sent home by referring teacher.

(20 Minutes)

Big Time

Language: Please return to office for time out because ...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

Student does not return to class for the rest of the day.

- Aggressive behaviour will not be tolerated in any setting. Any student who displays aggressive behaviour will be removed from the setting immediately and appropriate consequences will be issued.
- If misbehaviour continues on return to class, send immediately to Office Timeout (do not restart procedures).
- If student is sent to Assistant Principal time out twice, the student will not return to class
- If behaviour is not resolved following office timeout, procedures escalate to Big Timeout.
- Non compliance with Big time out, parent is contacted and further consequences given. Student starts day in Big Time out the next day of attendance.



Stage 2 Behaviour Management Plan

Reminder... to make better choices

Language: This is your reminder because/ for ... give reason.

Reminder to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Warning... to make better choices

Language: This is your warning because/ for ... give reason.

Warning to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Classroom Reset

Language: Please go to reset spot for ... give reason.

You Need: An allocated space, reset box with reflection sheets, tools to support regulating and a timer.
Teacher check in: Ensure student is completing reflection sheet before returning to class activity.

(10 minutes)

Office Timeout (Behaviour Communication Record)

Language: Please go to office timeout because...

Send student to Office Timeout. If student is being dangerous or refusing to leave, use "Executive Needed" Card for assistance.

Send the student with a model class member and your completed behaviour monitoring sheet.

Restorative conversation using the 3-6 Reflection sheet. Behaviour communication written and sent home by referring teacher.

(20 Minutes)

Big Timeout

Language: Please return to office for time out because ...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

Student does not return to class for the rest of the day.

- Behaviour monitoring slips are completed by the classroom teacher and filled out by the Assistant Principal with actions for teacher on student return.
- Behaviour Communication Records need to be numbered and saved in the online behaviour folder.
- Communications sent home to parent on the day (9-2) Next day (2-3).
- If misbehaviour continues on return to class, send immediately to Office Timeout (do not restart procedures).
- If behaviour is not resolved following office timeout, procedures escalate to Big Timeout.



Stage 3 Behaviour Management Plan

Warning ...to make better choices

Language: This is your warning because/ for ... give reason.

Warning to be given for students not following behaviour/ class expectations such as:

Being unsafe, inappropriate language, being in the wrong place at the wrong time, arguing, calling out, off task behaviour etc

WORDS MATTER: Swearing, put downs and threats not tolerated.

Classroom Reset

Language: Please go to reset spot for ... give reason.

You Need: An allocated space, reset box with reflection sheets, tools to support regulating and a timer. Teacher check in: Ensure student is completing reflection sheet before returning to class activity.

(10 minutes)

Office Timeout (Behaviour Communication Record)

Language: Please go to office timeout because...

Send student to Office Timeout. If student is being dangerous or refusing to leave, use "Executive Needed" Card for assistance.

Send the student with a model class member and your completed behaviour monitoring sheet.

Restorative conversation using the 3-6 Reflection sheet. Behaviour communication written and sent home by referring teacher.

(20 Minutes)

Big Timeout

Language: Please return to office for time out because ...

Send the student with a model class member and your completed behaviour monitoring slip to the office.

Student does not return to class for the rest of the day.

- Behaviour monitoring slips are completed by the classroom teacher and filled out by the Assistant Principal with actions for teacher on student return.
- Behaviour Communication Records need to be numbered and saved in the online behaviour folder.
- Communications sent home to parent on the day (9-2) Next day (2-3).
- If misbehaviour continues on return to class, send immediately to Office Timeout (do not restart procedures).
- If behaviour is not resolved following office timeout, procedures escalate to Big Timeout.