

School Behaviour Support and Management Plan Georges River College Oatley Senior Campus



Overview

GRC Oatley Senior Campus is committed to fostering a positive, inclusive, and dynamic learning environment where every student is empowered to reach their full potential. By fostering a culture of safety, respect, and active learning, the campus prioritises academic, social, and emotional growth for all students.

Our practices are rooted in positive behaviour support, trauma-informed approaches, inclusive practices, and social-emotional learning. These principles ensure that students are nurtured into responsible young adults prepared to contribute positively to society.

The foundation of our approach is a **Positive Behaviour for Learning (PBL)** framework, which integrates school-wide systems of support. This approach:

- Defines, teaches, and supports appropriate behaviours.
- Establishes a culture of respect, responsibility, and excellence.
- Empowers students to make informed behavioural choices while equipping staff with effective behaviour management strategies.

The Positive Behaviour for Learning (PBL) framework promotes a consistent and supportive approach to behaviour across the school. By implementing proactive strategies to define, teach, and encourage appropriate behaviours, we create an environment that nurtures positivity and growth. This framework aims to cultivate a culture centred on respect, responsibility, and the pursuit of excellence. By focusing on proactive and positive behaviour support, students are empowered to make thoughtful choices, resulting in positive outcomes, while staff are equipped with effective strategies to enhance both learning and wellbeing. Our school community promotes a culture of positive and respectful relationships, and our students are committed and responsible learners who strive to challenge the future.

In 2014, all Georges River College Campuses implemented The GRC Way. The GRC Way is based on the three core values that are common across the College:

- Respect
- Responsibility
- Aiming for Excellence

GRC Oatley Senior Campus has established a behaviour expectations matrix and a reward/merit system tailored to meet the needs of our senior students. The matrix provides staff with a framework for reinforcing the values we expect students to embody in their behaviours. We are committed to explicitly teaching our core values and expectations through the Year 11 Life Ready and Year 12 Mentoring Wellbeing Programs.

Wellbeing as a Core Priority

At GRC Oatley Senior Campus, student wellbeing lies at the heart of our educational philosophy. Designed to meet the personal, social, and learning needs of all students, our inclusive approach celebrates diversity across cultural backgrounds, abilities, genders, and socio-economic backgrounds.

High expectations for behaviour underpin our ethos. Staff actively model, teach, and reinforce positive behaviours and respectful relationships, guiding students to take responsibility for their actions through supportive practices.

Our wellbeing philosophy is guided by the **Wellbeing Framework for Schools (2015)** and reflects a holistic approach through the **Care Continuum**, which includes:

1. **Supportive and Inclusive Practices:** Ensuring every student feels safe, valued, and supported in their learning journey.
2. **Intervention and Restoration:** Addressing challenges equitably while fostering opportunities for personal growth and resilience.
3. **Promotion and Prevention:** Embedding positive mental health practices and life skills into everyday school experiences.

Partnership with parents and carers

We believe that wellbeing is a shared responsibility, requiring collaboration between students, parents, and the school. Teachers are committed to providing a supportive and challenging learning environment with an engaging curriculum that nurtures student growth. Parents play a critical role in collaborating with the school to support their children's education and readiness to learning, reinforce positive behaviour, and prepare students emotionally and socially for learning. Students are encouraged to take an active role in their own learning and behavioural development, fostering a respectful and inclusive school community.

By fostering an enabling environment, adopting a forward-focused approach to wellbeing, and promoting collaboration across the school community, Georges River College Oatley Senior Campus empowers every student to thrive and excel both personally and academically. Our school is dedicated to working collaboratively with families to establish clear expectations for parent engagement, supporting the implementation of effective behaviour management strategies, including addressing bullying behaviour. Our aim is to foster a united approach, supporting positive student behaviour and maintaining a safe, respectful, and inclusive school environment.

Our partnership approach includes:

- **Engaging Families and Students:** Actively seeking input through formal and informal channels such as the *Tell Them From Me* surveys, school-based consultations, the P&C Association, and collaboration with the local Aboriginal Education Consultative Group (AECG).
- **Feedback-Informed Improvement:** Using concerns raised through the school's complaints procedures to review and enhance behaviour management systems, data, and practices.

To ensure clarity and accessibility, GRC Oatley Senior Campus communicates these expectations to parents and carers through the school newsletter, website, and social media.

School-wide expectations and rules

THE GRC WAY TO:	BE RESPECTFUL	BE RESPONSIBLE	AIM FOR EXCELLENCE
ALL SETTINGS	I will: ★ speak with appropriate language and tone ★ care for the properties that belong to the school or others ★ listen to and follow all teachers' instructions ★ be accepting of others who might have different values to mine ★ say 'no' to bullying ★ be a positive and ethical digital citizen ★ use school facilities appropriately ★ consider others ★ dispose of rubbish appropriately	I will: ★ wear my correct school uniform appropriately with pride every day ★ ensure the safety of myself and others by keeping my hands to myself ★ be in the right place at the right time ★ be organised and bring the necessary equipment every day ★ communicate safely and appropriately when online or when using mobile devices ★ only use mobile phone and other electronic devices when instructed ★ care for our environment and school facilities ★ drive safely in the school car park ★ always park in allocated student car spaces	I will: ★ attend school every day on time ★ try my best at all times ★ take pride in the appearance and culture of the school ★ actively participate in all activities in and beyond the classroom ★ be a responsible member of the school ★ understand and follow school rules
CLASSROOM	I will: ★ actively listen to others ★ wait for my turn to talk ★ respect others' opinion ★ encourage others	I will: ★ be on time ★ be prepared to participate and learn ★ remain on task ★ seek assistance as required ★ own my actions and accept consequences	I will: ★ aim high, learn and improve ★ participate actively ★ be motivated ★ complete all tasks to the best of my ability ★ complete and submit all tasks on time
COMMUNITY	I will: ★ act safely ★ care for others ★ wait for members of the public to exit transport before I enter ★ maintain personal space ★ stand up for members of the public	I will: ★ lead by example ★ assist others ★ act appropriately at all times ★ walk on the left side of the footpath ★ avoid loitering around the shopping areas ★ comply with requests from local business and authorities	I will: ★ encourage others be a responsible member of the community ★ be a good ambassador for my school ★ approach all situations with pride ★ use positive language ★ understand and follow community rules

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](#).

Whole school approach across the care continuum

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Students may require different types of intervention delivered in different ways along a continuum of care. The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with conditions, through intense, individual interventions.

Our school's practices support student wellbeing and positive behaviour approaches that align with the Department of Education's values of integrity, excellence, accountability, and equity, alongside the school's core values of *Respect, Responsibility, and Aiming for Excellence*. These values ensure we foster a supportive environment that encourages students to take responsibility for their actions, demonstrate integrity, and strive for achievement, meeting the diverse needs of our school community.



Programs are offered at school where students learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. They are also embedded regularly in the school's routines, curriculum and communication, where strong, ethical and affirming behaviours are modelled and expected.

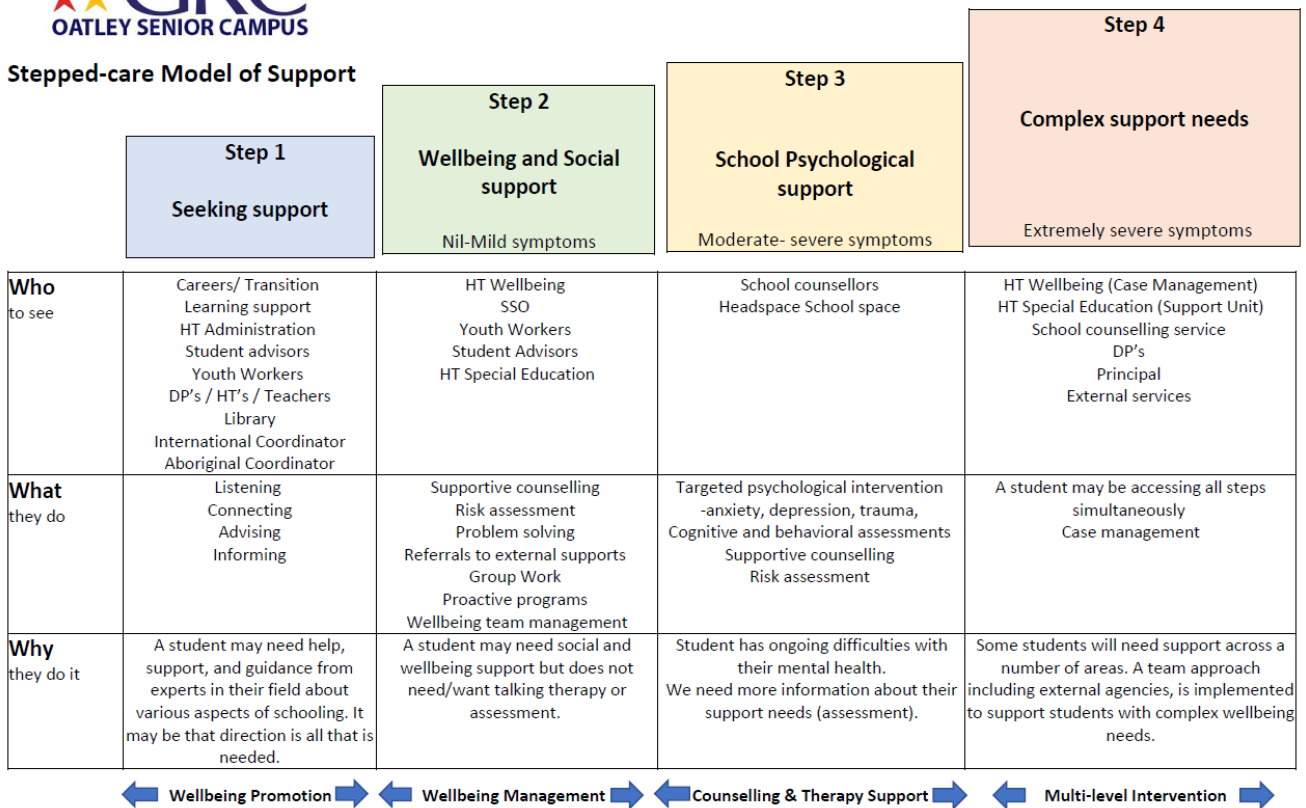
Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. eg: learning agreements, behaviour contracts, conferencing.	Staff, students 11-12, families
Prevention	Transition Year 10 into 11	Focusing on a safe and successful movement from middle to senior school. Sharing corporate knowledge.	Incoming Year 11 students
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 11-12, families
Prevention	Wellbeing Weeks	Building school culture and fostering a sense of belonging help encourage positive, supportive behaviours and strengthen school connectedness. Events such as Spirit Week, Multicultural Week, Excellence Week, and Festive Week play a key role in achieving these goals.	Staff, students 11-12
Prevention	Learning Agreement	Establishment of school culture.	Students 11-12
Prevention	Wellio	Students engage in social and emotional wellbeing lessons, which are reinforced by staff regularly.	Staff, Wellbeing team, Year 12
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 11-12
Prevention	R U Ok day Wear it Purple Day	Promote awareness, inclusion, and support for mental health and diversity in our communities.	Staff, students 11-12
Prevention /Early intervention	Wellbeing Wednesday Walk	A voluntary program to positively promote good self-care habits and encourage correction and communication.	Staff, students 11-12
Prevention /Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 11 - 12
Prevention /Early intervention	Whole school conference days Consent Workshops, Positive Relationships, Positive Masculinity, Flourish Girl, Bright Girl	These initiatives address key aspects of personal development, wellbeing, and social responsibility, which are foundational to students' growth and future success.	Staff, students 11-12, external agencies
Early intervention	PBL Tier 1	Schoolwide and classroom systems of support bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture.	Staff, students 11-12, Parents
Early intervention	Jumpstart program	Helps students transition into new academic environments with confidence by building foundational skills and resilience.	Staff, students 11-12

Early intervention	Year 10 study skills program	Informs and prepares students to meet the challenges of success in the senior school.	Staff, students 11-12
Early intervention	U Turn the Wheel	Promotes safe driving practices and decision-making skills to reduce road-related risks among young drivers and raises awareness about the consequences of risky behaviours and the importance of responsible driving.	Staff, students 11-12, external agencies
Early intervention	Year 11 Life Ready program	Prepares Year 11 students for life beyond school. It focuses on equipping students with practical skills, knowledge, and resilience to navigate adult responsibilities, relationships, and challenges.	Staff, students 11
Early intervention	Wellbeing Programs Minecraft Program, Crochet club, Gaming club	Programs aimed at building connections between students with common interests.	Staff, Students 11-12
Targeted intervention	School to Work Program (S2W)	The program utilises the positive profile of the Rugby League to support and encourage young Indigenous Australians to complete their schooling and successfully transition into further education/employment.	Students 12
Targeted intervention	Leadership programs	These include Student Representative Council, Events Committee, Enable student voice.	Students 11-12
Targeted intervention	The Kidman Centre - 'Coming Back Stronger'	Program aims to help students get back on track with their studies through the provision of evidence-based strategies that improve motivation, focus & optimism for the future.	Students 12
Targeted intervention	Inspire 180	A male mentoring program with the goal of building responsible, resilient and successful community contributors and future leaders.	Students 11
Targeted intervention	Headspace Healthy Relationship workshop (1 hour)	Targeting students needing support with learning and healthy relationships.	Students 11-12
Targeted intervention	The Salvation Army - VAPE in VAPE out-	Targeted education and support for students identified as needing awareness of the risks associated with vaping and assistance in reducing its use.	Students 11-12
Targeted / individual intervention	Wellbeing Team	The Wellbeing Team works with teachers, students and families to support students who require wellbeing and social support.	Staff, individual students 11-12, families
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 11-12, families
Individual intervention	SWEEP Program	3 Bridges Youth Workers support the wellbeing, attendance, engagement, behaviour and emotional and social development of young people.	Staff, individual students 11-12, external agencies
Individual intervention	Step to the future program	An alternate customised program for students continuing their education in the senior years, focussing on literacy and numeracy and the acquisition of employability skills and vocational qualifications.	Students 11-12, Transition Advisor

Individual intervention	Year 11 Transition to work program – Term 4	Support for students to prepare for their future by developing well researched career pathways and post-school options.	Students 11-12, Learning Support Team
Individual intervention	Senior Success Program	Supports students academically to manage stress, and plan for their future. It offers study workshops, career counselling, and mental health support to ensure a well-rounded approach to success.	Students 11-12
Individual intervention	Headspace School Space	Support provided through low level weekly Mental Health support.	Students 11-12 Clinical Psychologist
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, HT Wellbeing, DP, P School Counsellor
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Student Advisor
Individual intervention	Case Management Team	Leads to individual case work style check in support, also referral/s to outside organisation or internal supports	HT Learning Support, HT Wellbeing, and Sch. Counsellor, SSO, YW, DP, P



Stepped-care Model of Support



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

At GRC Oatley Senior Campus, a *behaviour of concern* refers to challenging, complex, or unsafe behaviour requiring persistent and intensive interventions. This does not include low-level or developmentally appropriate behaviour.

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and causes harm. Cyberbullying involves similar dynamics but occurs through digital platforms.

Identifying Behaviours of Concern

Identifying bullying can be complex as it may not always be overt or easily observable. However, some common aspects and indicators include:

1. Repetition
Bullying often occurs repeatedly over time, rather than being an isolated incident.
2. Intent to Harm
The behaviour is deliberate and intended to cause harm or distress to the victim.
3. Power Imbalance
There is typically a power imbalance between the bully and the victim, where the bully has perceived social, physical, or emotional power over the victim.
4. Lack of Consent
The victim does not willingly participate in the behaviour and often feels helpless to stop it.
5. Effects on the Victim
Bullying can result in physical injuries, emotional distress, social isolation, academic problems, and other negative consequences for the victim.
6. Context
The behaviour occurs within a context where it's clear that it's unwelcome and harmful.

Bullying behaviour can be identified as:

1. Verbal e.g., name calling, abuse, putdowns, sarcasm, insults, threats
2. Physical e.g., hitting, punching, kicking, tripping, spitting.
3. Social e.g., ignoring, excluding, ostracizing, alienating, making inappropriate gestures
4. Psychological e.g., spreading rumours, dirty looks, malicious SMS and email messages, inappropriate use of cameras, Cyberbullying through online platforms like social media, texting, or email.

Staff at GRC Oatley Senior Campus identify inappropriate behaviours, including bullying and cyberbullying, through various channels, such as:

- **Direct Observation:** Monitoring a student's behaviours, interactions, verbal communications, or produced work (e.g., written materials, performances, or artwork).
- **Disclosure:** Information shared by a student or other individuals, either new or previously undisclosed.
- **External Concerns:** Feedback or concerns raised by parents, community members, or external agencies.

Students and parents are encouraged to report incidents of bullying to any staff member. Principals of NSW public schools have the authority to address behaviours that occur outside school hours or off school grounds, including cyberbullying. Students who have experienced bullying will be supported through year advisors, school counselling services, or other appropriate resources.

Application of Responses to Behaviours of Concern

Responses to behaviours of concern, including bullying and cyberbullying, are applied in the following contexts:

- At school, during school hours.
- While travelling to and from school.
- During school-endorsed off-site activities.
- Outside school hours or premises where there is a clear connection between the behaviour and the school.
- When using social media, mobile devices, or technology involving other students or staff where a clear school connection exists.

Preventing and Responding to Behaviours of Concern

Planned responses to inappropriate behaviour depend on its severity and impact. Staff exercise professional judgment to determine whether behaviour is *teacher-managed* or *executive-managed*.

- **Teacher-Managed:** Low-level behaviour is handled in the classroom or playground.
- **Support Staff:** Low-level behaviour is discussed and then reported to the wellbeing team.
- **Executive-Managed:** More severe behaviours that pose a risk to safety or wellbeing are escalated to the school executive.

Corrective Responses

Staff may implement a range of strategies to address inappropriate behaviours, including:

- Reminding students of school rules.
- Redirecting behaviour or offering choices.
- Using prompts or reteaching expected behaviour.
- Adjusting seating arrangements
- Facilitating discussions during breaks.
- Conducting one-on-one conferences.
- Applying restorative practices.
- Communicating with parents or carers.

Through consistent monitoring, clear processes, and a commitment to student wellbeing, GRC Oatley Senior Campus ensures a safe, respectful, and inclusive learning environment for all students.

GRC Oatley uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations and values (PBL) are referred to regularly. Teachers model behaviours and provide opportunities for practice.	Refer to school-wide expectations and values.	Notify Head teacher before the end of the school day and notify senior executive through the Sentral wellbeing platform. Contact office to seek help from DP/P straight away if there is a risk.
Verbal and non-verbal specific positive feedback acknowledging expected behaviour.	Use indirect responses eg: non-verbal cues, ignore, praise, redirect with specific corrective feedback. Follow the behaviour management flowchart.	HT/DP/CT to take immediate steps to address safety and return the situation to calm by using appropriate strategies.
Tangible reinforcers	Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral wellbeing platform. DP/P may consider further action for e.g. formal caution/suspension.
Wellio – Students engage in social and emotional Wellbeing lessons.	CT/HT/DP/P record incident on Sentral wellbeing platform and follow the behaviour management flowchart.	Refer to the school’s Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents receive emails / letters regarding student awards for positive behaviour and engagement. Students are acknowledged for positive contributions at year assemblies – Good egg awards End of year presentation days – GRC values awards and prefecture awards	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support and Wellbeing Teams may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the Sentral Wellbeing platform. These may include:

- i. review and document incident
- ii. determine appropriate response/s, including supports for staff or other students impacted
- iii. refer/monitor the student to the appropriate school support personnel.
- iv. develop or review individual student support behaviour plans and safety plans (if applicable)
- v. Restorative practices (listed below)
- vi. liaise with [Team Around a School](#) for additional support or advice (if applicable)
- vii. communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- viii. 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 policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

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](#).

Restorative practices

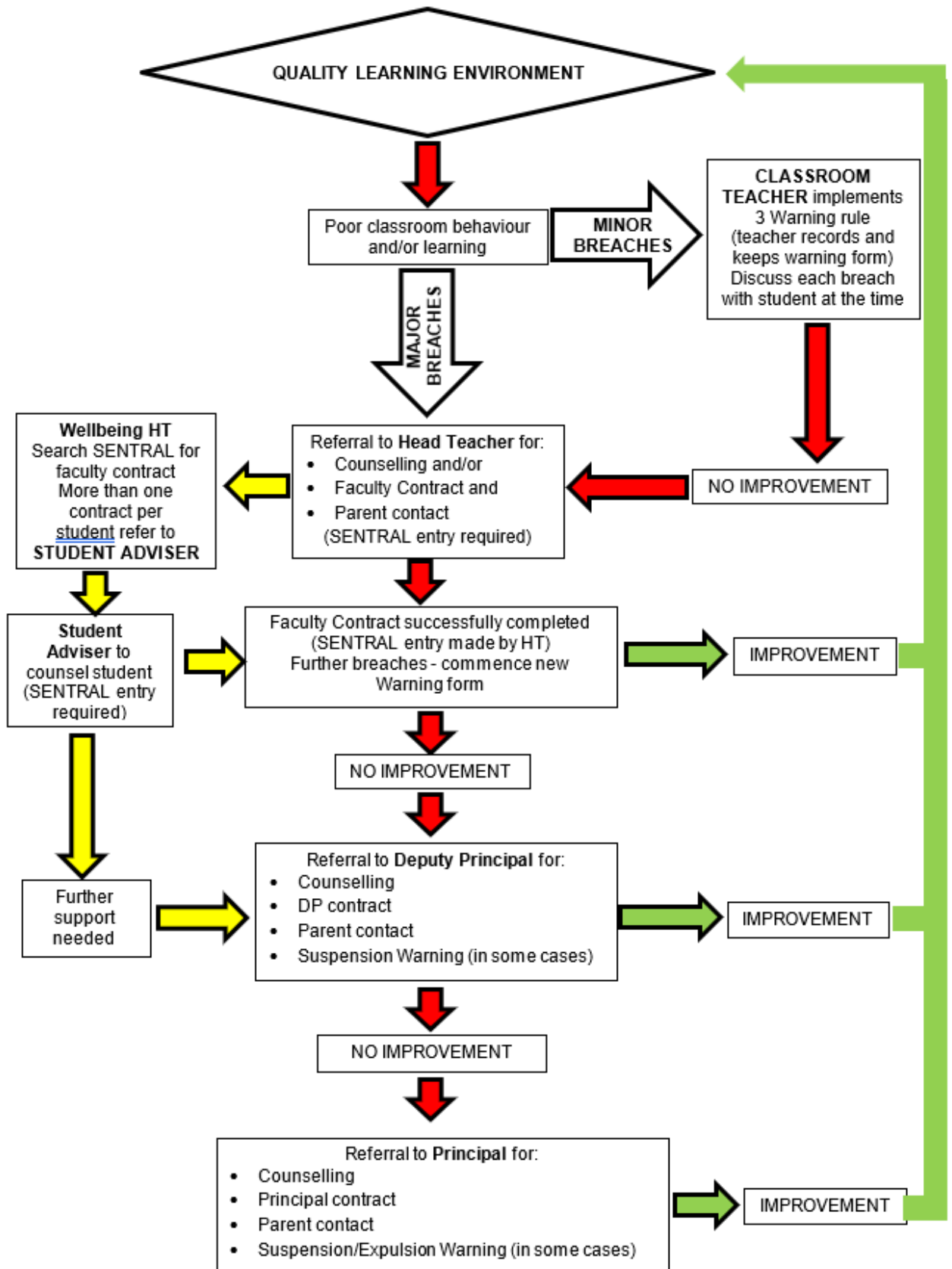
Strategy	When and how long?	Who coordinates?	How are these recorded?
Withdrawal from playground during breaks and re-allocation to office for supervised breaktime following breach in behaviour. The purpose of the alternative break plan is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group.	Next break or as determined.	School executive	Sentral Wellbeing platform
Restorative practice – learning agreements, behaviour contracts, conferencing.	Scheduled as soon as all involved are available	HT/DP/P	Sentral Wellbeing platform

Review dates

Last review date: Day 1, Term 1, 2025 – 31 January 2025

Next review date: Day 1, Term 1, 2026 - 27 January 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

