

## NSW Department of Education

# Maroubra Bay Primary School Behaviour Support and Management Plan

## Overview

Maroubra Bay Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- [Bounce Back](#)
- [DanceSport Confidence My Best Self](#)
- [Grow Your Mind](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Maroubra Bay Public 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Maroubra Bay Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Maroubra Bay Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

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

To be respectful, responsible and resilience learners.

| Respectful                   | Responsible                     | Caring            |
|------------------------------|---------------------------------|-------------------|
| Follow staff directions      | Be an active participant        | Care for others   |
| Speak politely               | Do your personal best           | Care for yourself |
| Wear your uniform with pride | Be responsible for your actions | Care for property |
| Walk sensibly and quietly    | Be prompt                       |                   |

## 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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum  | Strategy or Program   | Details   | Audience                                    |
|---|---|---|---|
| Prevention  | <a href="#">Bounce Back</a>   | Our school uses <i>Bounce Back!</i> as a whole-school program. The program uses blended learning and provides teachers with practical strategies to explicitly teach wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life.  | All   |
| Prevention  | <a href="#">Grow Your Mind</a>  | Our school implements Grow your mind as a whole school program to support the foundation of the NSW Department of Education's Wellbeing Framework - Connect, Succeed, Thrive. The program enables teachers to teach our students a strong understanding of emotional wellbeing which enables them to be productive, life-long learners. | All   |
| Prevention  | <a href="#">DanceSport Confidence My Best Self</a>  | Our school participates in this program for two terms every two years witnessing the transformative power of this partner dance program. Students learn how to connect, succeed and thrive; developing invaluable social skills and self-confidence while engaged in an activity they thoroughly enjoy.                                 | Students K - 6                              |
| Prevention  | <a href="#">National Day of Action (NDA)</a>  | Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.   | Students K - 6                              |
| Prevention  | <a href="#">Child protection</a>  | Teaching child protection education is a mandatory part of the syllabus.  | Students K - 6                              |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner <a href="#">Toolkit for Schools</a> to prevent and respond to cyberbullying | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.       | All   |
| Targeted / Individual intervention                      | <a href="#">Learning and Support</a>  | The LaST works with teachers, students and families to support students who require personalised learning and support.  | All   |
| Targeted / individual intervention                      | <a href="#">Attendance support</a>  | The LaST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.   | Individual students, attendance coordinator |
| Individual intervention                                 | <a href="#">Individual behaviour support planning</a>   | This includes developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.  | Individual students, parent/carer, LAST, AP |

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendix 1.(Behaviour management flowchart)

- 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.

Corrective responses are recorded on Sentral. These include:

| Level                | Student behaviour includes  | Action to include  |
|----------------------|---|--|
| 1                    | <ul style="list-style-type: none"> <li>• off task behaviour</li> <li>• not following teacher instructions</li> <li>• disruptive behaviour</li> <li>• refusing to cooperate</li> <li>• minor inappropriate use of technology</li> <li>• not abiding by game rules</li> <li>• exclusion</li> <li>• climbing trees or out of bounds</li> </ul>   | <b>Teacher</b> action to include; <ul style="list-style-type: none"> <li>• Verbal redirection</li> <li>• 1st reminder - reminder of expectation and visual reinforcement (use class signage)</li> <li>• 2nd reminder - final reminder of expectation and possible consequences</li> <li>• K-2 Thinking time - 10 minutes in buddy class followed by restorative discussion by class teacher</li> <li>• 3-6 Thinking time - 10 minutes with Assistant Principal followed by 1st half lunch restorative discussion</li> <li>• Recording in Sentral and class teacher to phone parent/carer</li> </ul>  |
| 2                    | <ul style="list-style-type: none"> <li>• Swearing towards students</li> <li>• Low level violent activity</li> <li>• Continued refusal to cooperate or follow teacher instructions</li> <li>• Absconding from the classroom</li> <li>• Using other student's email accounts or other inappropriate use of technology</li> <li>• Refusal of teacher instruction</li> </ul>  | <b>Assistant Principal</b> action to include: <ul style="list-style-type: none"> <li>• Assistant Principal student meeting</li> <li>• Reflection time in AP classroom for 1st lunch, restorative discussion</li> <li>• Recording in Sentral</li> <li>• Parent / class teacher / Assistant Principal meeting if no improvement evident, recorded in Sentral</li> </ul>  |
| Behaviour of concern | Continued Level 2 behaviour demonstrated <ul style="list-style-type: none"> <li>• 3 x Level 2 behaviours recorded in Sentral within a 10 week period</li> </ul> Or behaviour of concern includes; <ul style="list-style-type: none"> <li>• Continued/persistent disobedience and/or disruptive behaviour</li> <li>• Malicious damage to or theft of property</li> <li>• Verbal abuse</li> <li>• Bullying and cyberbullying</li> <li>• Misuse of technology</li> <li>• Discrimination</li> </ul> | <b>Learning and Support Coordinator</b> action to include; <ul style="list-style-type: none"> <li>• Behaviour contract signed by student, parent and school until behaviour improves. Daily check-ins with AP(LaS). Student may be excluded from the classroom, playground, excursions, camps and school functions. This will be at the discretion of the Executive and with parental consultation.</li> </ul> <b>Principal</b> action to include; <ul style="list-style-type: none"> <li>• Principal meeting with student, parents and staff</li> <li>• Recording in Sentral</li> <li>• Formal caution / Suspension in line with the DoE</li> </ul> |

Maroubra Bay Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Bounce Back, Grow Your Mind and DanceSport Confidence My Best Self consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

| Prevention<br>Responses to recognise and reinforce positive, inclusive and safe behaviour   | Early Intervention<br>Responses to minor inappropriate behaviour are teacher managed.  | Targeted/Individualised<br>Responses to behaviours of concern are executive managed   |
|---|--|---|
| 1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.   | 1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.  | 1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.   |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.   | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.   | 2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent<br>Intermittent and infrequent<br>reinforcers are recorded on Behaviour / wellbeing ITD system.                       | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied. | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.  |
| 4. Social emotional learning lessons are taught (Grow Your Mind) weekly.  | 4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.                      | 4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.   |
| Teacher/parent contact  | Teacher/parent contact   | Teacher/parent contact  |
| Teacher contact through the school communication channels or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies. | Teacher contacts parents by phone, email or through DoJo when a range of corrective responses have not been successful.<br>Individual planning and referral to Learning Support Team may be discussed.   | Parent/carer contact is made by school executive 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 Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

## 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.

## Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

| Strategy  | When and how long?                         | Who coordinates?    | How are these recorded? |
|---|--|---------------------|-------------------------|
| Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)   | Next day at either lunch or recess break   | Assistant Principal | Documented in Sentral   |
| Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Next break                                 | Assistant Principal | Documented in Sentral   |
| Restorative practice – <a href="#">peer mediation</a>   | Scheduled for either lunch or recess break | Assistant Principal | Documented in Sentral   |

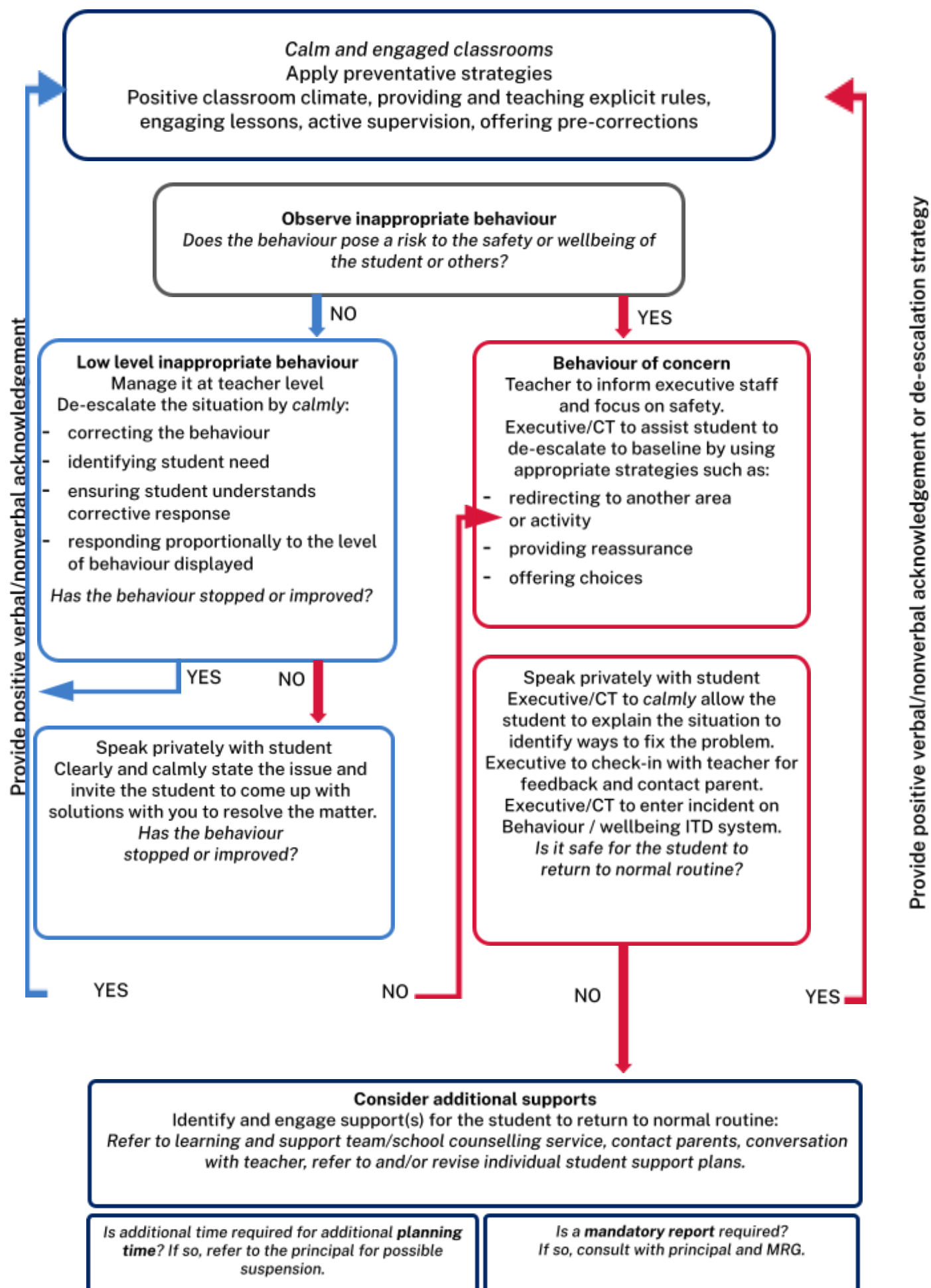
## Review dates

Last review date: 12 March 2024: Term 1, 2024

Next review date: 31 January 2025: Day 1, Term 1, 2025



## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Maroubra Bay Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



## Appendix 2: Behaviour Reflection Sheet

# Maroubra Bay Public School Behaviour Reflection Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_

Which of our Core Values do you need think about? (circle)



Draw or write about your behaviour. What happened?

How did your behaviour affect others?

Draw or write what you need to do differently from now on.