

Student Behaviour Procedures

Positive Behaviour

Maroubra Bay Public School utilizes the Positive Behaviour for Learning principles under the three core values of Respectful, Responsibility and Caring.

The following policy is based on the above beliefs and the following principles:

- good behaviour is expected;
- there are consequences for positive and negative behaviour;
- there are levels of discipline; and
- A standardised approach is used by all staff to reward positive behaviour and resolve problems that arise.

Core Value Code in all settings

Respect

- Follow staff directions
- Speak politely
- Wear your uniform with pride
- Walk sensibly and quietly

Responsibility

- Be an active participant
- Do your personal best
- Be responsible for your actions
- Be prompt

Care

- Care for others
- Care for yourself
- Care for property



At the beginning of each new school year, all teachers at Maroubra Bay Public School will reinforce the core values of the school. They will explicitly outline the expectations for each core value through lessons taught each week. Teachers will use the School's Expectation Matrix as the foundation for implementing The Student Welfare Policy across the school.



Learning & Support

As an inclusive school, we support students who experience difficulties self-managing their behaviour. We aim to be proactive by developing positive behaviour management plans. The class teacher with support from the parents, team leader, PBL Team and/or Learning Support Team will develop a plan to target behaviour. Strategies will include providing motivation, scaffolding and celebrating success. Records will be kept with regular reviews to monitor the plan. Students with identified learning needs benefit from personalised learning and support. All Aboriginal students have an individual personalised learning pathway.

Students with identified healthcare needs have an individualised health care plan. Parents are consulted and contribute to the planning to support their child's individual learning. Adjustments to the learning environment are made and documented as required.

Assessment of student achievement informs individual learning.

Counselling & Wellbeing Services

The school counsellor is an experienced psychologist who works part time in a number of local schools. They complement and enhance the work of teachers by strengthening schools' student welfare provisions and providing counselling and psychological assessment of students with specific needs. Their collaboration with teachers in classrooms is designed to improve student learning outcomes.

Parents or caregivers are involved from the outset of referral to the school counsellor.

Parents may make referrals through consultation with the Principal, Assistant Principal, class teacher or by contacting the counsellor directly.

Professional Practice

Professional learning is linked to the needs of the students, teachers, schools and the system. All staff undertake mandatory training to comply with legislative and policy requirements.

Behaviour Code

NSW Department of Education

Behaviour code for students NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning





The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Expectation Matrix

I have a responsibility to be a:	All Settings	Hall	Playground	Canteen	Toilets	Garden
Respectful Learner	Follow staff directions Speak politely Wear your uniform with pride Walk sensibly and quietly	Use the hall area appropriately Listen to the speaker Use manners when receiving awards Sing the national anthem proudly Remove hats	Share school equipment Use polite language Play by the agreed rules Walk to class lines at the end of lunch	Wait your turn quietly Speak in a friendly manner Use polite language	Respect others privacy Keep yourself and the area clean	Stay on the garden path Follow teacher instructions Only visit with an adult Leave the garden as you found it
Responsible Learner	Be an active participant Do your personal best Be responsible for your actions Be prompt	Clap sensibly Walk in the hall	Put rubbish in the bin Use equipment safely Help and cooperate with each other Stay in bounds	Line up in the correct line Have your money ready Make healthy food choices Spend your own money	Follow toilet procedures Turn off taps Move away from the toilets after use	Turn off the garden hose Be waterwise Use the bins for all the litter Know where the children are at all times
Caring Learner	Care for others Care for yourself Care for property	Offer seats to visitors Show gratitude to presenters Keep hall clean	Include and accept others Wear your hat	Help direct younger students to correct line	Report problems to teachers	Care for the environment Don't feed the chickens Look after the plants

I have a responsibility to be a:	Transitions	Learning Areas	Office	Bus	E-learning
Respectful Learner	Walk sensibly and quietly Walk in two lines Follow teacher instructions	Be an active listener Follow teacher instructions	Speak politely and quietly Use polite language	Follow teacher instructions Speak quietly and politely in bus lines and on the bus Greet and thank the bus driver	Only engage in positive communication Use technology correctly Respect each other's perspective
Responsible Learner	Be prompt Keep to the left on the stairways	Cooperate and participate in class activities Return equipment in the same condition as you found it	Be prompt Complete your message responsibly	Check the bus before leaving for any belongings Stay in your seat	Only visit appropriate websites Stay on correct website
Caring Learner	Consider other classes	Use kind words Share equipment Look after the classroom	Greet adults in the office	Include and accept others Let younger students and adults off bus first	Report inappropriate comments Be aware of how others may interpret messages

Positive Reinforcement of Behaviour

<p>Level 1</p> <p>Bronze Award</p>	<p>Teachers will distribute a half class set of Core Value Bronze awards each week</p>	<p>Bronze Core Value Award</p>  <p>The image shows a green leaf-shaped certificate with a gold ribbon at the top that says 'CLASS AWARD'. Below the ribbon, it says 'Awarded to' followed by a blank line. Underneath, it says 'For displaying the Core Values of our school' and lists three values: 'Respect', 'Responsibility', and 'Care', each with a checkbox. At the bottom, there is a line for the 'Class Teacher'.</p>
<p>Level 2</p> <p>Silver Award</p>	<p>Once a student receives <u>ten</u> Bronze Core Value awards, they are presented with a Silver Award at the weekly assembly.</p>	<p>Silver Award</p>  <p>The image shows a silver award certificate with a silver ribbon at the top that says 'SILVER AWARD'. It includes a photo of a student on the right side. The text on the certificate includes 'Awarded to', 'Home Surname', 'Date', and 'Year', with a signature line at the bottom.</p>
<p>Level 3</p> <p>Gold Award</p>	<p>Once a student receives <u>3 Silver Awards over a whole year</u>, they are presented with a Gold Award for excellence in the school core values. These awards will be presented at the end of Year Presentation Assembly.</p>	<p>Gold Award</p>  <p>The image shows a circular gold medal with a central shield containing the school crest. The shield is surrounded by a wreath of leaves and stars.</p>
<p>Level 4</p> <p>Whole School Reward</p>	<p>As a reward for positive behaviour, the whole school is invited to a reward day including an obstacle course or colour run.</p>	 <p>The image shows a young child with colorful face paint and yellow sunglasses, smiling joyfully.</p>

Inappropriate Behaviour

Staff at Maroubra Bay Public School take into consideration the individual needs of a student when dealing with unacceptable behaviour. In doing so, decisions regarding strategies and consequences for students with a disability are made in accordance with the Disability Discrimination Act and the Disability Standards for Education.

The NSW Department of Education behaviour Code is regularly shown and displayed. Along with our Core Values, the Behaviour Code provides students with clear expectations of behaviour expected at school.

Restorative Questioning

Inappropriate student behaviour will be explored through questions based on the Restorative Practice when they are removed from class. They are:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?).

The questions therefore emphasise the importance of harm and its impact on relationships. They are: open ended, respectful, thinking questions rather than feeling ones which tend to evoke stronger emotional responses. The process has the potential to develop empathy and avoids asking the WHY (why did you do that) question.

Maroubra Bay Public School is committed to developing healthy, positive relationships between teachers, students, parents and the wider community through dialogue and respect.

Staff receive professional learning in restorative practice techniques each year.

Sentral Welfare Records

Any behaviour incidents or sequences that result in a Form A being sent home to parents will be formally logged into the school's Sentral welfare recording system by Assistant Principals. The following details will be recorded:

- Name of student/s involved
- Date of the incident/s
- Which school rule was broken
- Details of the incident
- Location of the incident
- Consequences for the student/s involved

It is the responsibility of the executive staff members to monitor the Sentral welfare records and identify patterns of behaviours that are unacceptable.

Strategies for Inappropriate behaviour

Level 1 Behaviours

Examples include: off task behaviour, not-following teacher instructions, disruptive behaviour, speaking rudely, refusing to cooperate, minor inappropriate use of technology, no hat, not abiding by games rules, exclusion, climbing tress

1ST REMINDER

Teacher reminds student of expectation again and provides visual reinforcement / Shadowing teacher on duty

THINKING TIME

Student given 10 minutes thinking time in a designated buddy classroom space or Silver Seats if at break time. Followed by Restorative Practices by CT.

PRINCIPAL MEETING

Student remains with Principal until next break or end of school day. Form B is completed and Principal makes contact with parents by phone or in person. INCIDENT RECORDED IN SENTRAL. Followed by Restorative Practices by Principal

EXPULSION

Maroubra Bay Public School's expulsion policy is in line with the Department of Education's Expulsion Policy. Please see DoE policy for further information.

Level 2 Behaviours

Examples include: swearing, low level violent activity, continued refusal to cooperate or follow teacher's instructions, absconding from the classroom, using other student's email accounts or other inappropriate use of technology, out of bounds.

Level 3 Behaviours

Examples include: high level violence, possession of weapons / illegal substances, serious bullying including cyber bullying, vandalism, leaving school grounds.

REDIRECTION

Teacher reminds student of expectation

2ND REMINDER

Teacher reminds student of expectation again and possible consequences if behaviour continues. Another visual reminder is given.

EXECUTIVE TIME OUT

Students remains with executive staff member for period of time. Students are to fill in a reflection sheet that is sent home with letter to parents (Form A) INCIDENT RECORDED IN SENTRAL. Followed by Restorative Practices by AP.

SUSPENSION

Student is removed from school environment to complete work at home for 1 to 20 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to school.

Anti-Bullying

Why we need a strategy

Bullying behaviour can happen in all social contexts within our community. It is best to address bullying in the social environment where it happens. In a child or young person's life, this is often their school.

Understanding bullying

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

What bullying is not

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

Preventative approaches

Whole school approach- four key strategies

1. School wide anti-bullying policies - NSSF identifies nine points that school anti-bullying policies should address (see the National Safe Schools Framework). It is important that awareness of anti-bullying policies are promoted within the whole school community including informing parents and carers about what the school is doing and how incidents are being handled.
2. Focus on preventing bullying in key environments- classroom management and rules strongly associated with a reduction in bullying. Teachers play a key role here. Positive relationships between teachers and students increase willingness of students to seek help for bullying. Opportunities for creative play (such as through improved playground & landscaped areas) during breaks with good teacher supervision associated with reduced bullying.
3. Promoting a culture of reporting- although only a minority of those experiencing bullying actually seek help especially when it is online due to a fear of removal of electronic devices. Ideally acts as a deterrent and also tracks extent and nature of bullying and effectiveness of anti-bullying programs.
4. Partnering with parents and carers- regular newsletters, consultation on policies, after-school clubs to support parents of at-risk students, open door policy for access to staff.

How do we monitor bullying at Maroubra Bay?

A. LEADERSHIP – Principal and school leaders play an active role in positive learning environment where the whole school community feels included. Executive staff use SENTRAL to record and monitor acts of misbehavior at school. Patterns are tracked.

B. INCLUSION – our school encourages inclusion. All staff in the classroom and in the playground build a welcoming culture that values diversity and fosters positive, respectful relationships. Staff implement the expectations matrix of behaviours. We have clear rules and consequences as well as lots of space for creative play and appropriate supervision. All staff and students are encouraged to use proper names when interacting at school. The use of nicknames and slang is discouraged in order to create a respectful and accepting workplace.

C. STUDENT VOICE – Students participate in circle time activities as part of Restorative Practices where they can feel valued and are active participants in their own learning. Students also participate in Mindfulness activities in Years 1-4 with lessons assisting the social and emotional learning. The use of Life Skills Go lessons on friendships and resilience are also used by staff.

D. PARTNERSHIPS – Our school regularly collaborates with the community on the issue of bullying, through P&C meetings, Parent sessions or one on one discussions. Families collaborate as partners with the school to support student learning, safety and wellbeing.

E. SUPPORT – Our school actively involves staff, students and families in promoting behavior that reduces bullying behavior. We share and cultivate an understanding of wellbeing and support for positive behavior. The use of Police Youth Liaison officers, school counsellors and other staff assist in promoting positive behavior.

To assist with Anti-bullying strategies, our school uses the resources from

[NSW DoE anti-bullying](#)

[Bullying. No Way!](#)

[Kids Helpline](#)

[Office of the eSafety Commissioner](#)

MBPS Anti-Bullying Response Flow Chart

Initial Incident Reported

Teacher responsible to implement one or more of the following:

- Reiterate school's stance on bullying
- Issue a consequence (implemented in line with DoE and school's behaviour matrix)
- Contact home
- Peer mediation/restorative discussions

Set a date for follow up discussion

Repeated Incidents Reported

Issue is passed on to Assistant Principal to implement one or more of the following:

- Issue a consequence (implemented in line with DoE and school's student behaviour procedures)
- Contact home
- Peer mediation/restorative discussions

Students displaying bullying behaviour will be involved in reflective practice with the Assistant Principal.

Bullying Incidents Continue

Issue is passed on to the Principal.

Meeting will take place with the Principal, parents and child to discuss next steps.

BULLYING IS REPORTED

Student, parent or teacher identifies, observes or suspects bullying and reports it to the school.

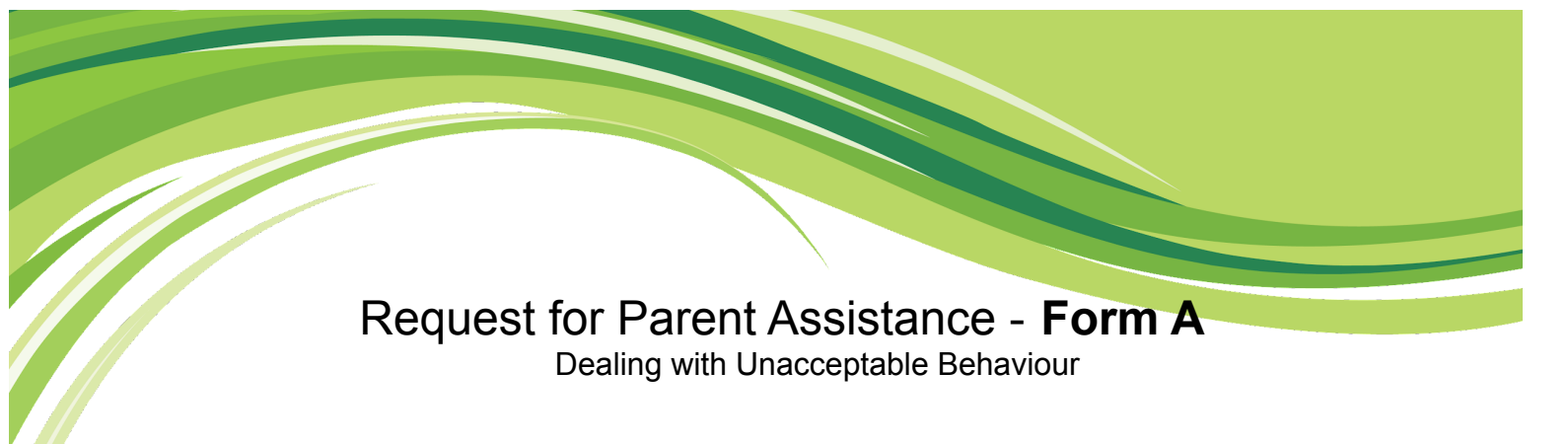
DISCUSSION WITH INVOLVED STUDENTS

Have a discussion with all students involved (bullied student, student displaying bullying behaviour, witnesses). Listen calmly and carefully. Ask questions to get more details. Clarify if there are any immediate safety risks.

CHECK SENTRAL FOR HISTORY

Check Wellbeing for incidents as a victim. Also check Support / Plans for Staff Comments when searching for the student

RESPOND AND RESOLVE
Implement consequences as appropriate as well as any strategies to support the well being of the victim.



Request for Parent Assistance - **Form A**

Dealing with Unacceptable Behaviour

Child's name:

Class:

Date:

Dear

This letter is to tell you about your child's behavior at school. We believe that if you know your child has had difficulty meeting school expectations and you know about the consequences that apply, then we are able to work together to improve the situation.

The problem:

Our action:

Any further consequences:

Please discuss this matter at home and help us improve your child's understanding of, and attitudes about, acceptable behaviour.

Name Assistant Principal

Matthew Ackerman Principal

Request for Parent Assistance – **Form A**

(Please return this portion to the school office)

I have received the Request for Parent Assistance Form A and I have discussed this matter with my child.

Parent / Carer's Signature: _____ Date _____

Child's Signature: _____

If you would like to discuss this matter with us, please do not hesitate to contact the school.

Request for Parent Assistance - **Form B**

Dealing with Unacceptable Behaviour

Child's name:

Class:

Date:

Dear

At present your son/daughter is causing us concern. We are addressing this ongoing problem that your child has been experiencing and we feel the need to meet with you to discuss further action.

The nature of the problem is:

Name Assistant Principal

Matthew Ackerman Principal

Request for Parent Assistance – **Form B**

(Please return this portion to the school office)

I have received the Request for Parent Assistance Form B and will coordinate with the school to arrange a meeting.

Parent / Carer's Signature: _____ Date _____

Child's Signature: _____

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.

Appendix A – Anti Bullying Plan 2020

NSW Department of Education

Maroubra Bay Public School Anti-bullying Plan 2020

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW 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 (see: <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.

Maroubra Bay Public 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. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Feb Term 1	Behaviour code for students
Apr Term 2	Senior students video "Bullying is never ok!" from bullyingnoway.gov.au
July Term 3	Behaviour code for students

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.

Dates	Communication topics and Professional learning
Jan Term 1	Staff professional learning on behaviour code and wellbeing policy at staff development day
Apr Term 2	Staff professional learning from LifeSkills on positive social and emotional wellbeing

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.

Casual staff

- Wellbeing policy is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to casual staff when they enter on duty at the school

New staff

- the principal speaks to new staff and goes through wellbeing policy, anti-bullying plan and behaviour code for students when they enter on duty at the school, as part of the induction process.

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. Check the boxes that apply.

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

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
Feb Term 1	Parent Information Session - Defining student bullying, school supports and wellbeing policy
Feb Term 1	P&C monthly meeting - tabling school anti-bullying plan and wellbeing policy each year
Feb Term 1	School website, school Facebook and school newsletter - reminder of behaviour code, wellbeing policy
Jul Term 3	School website, school Facebook and school newsletter - reminder of behaviour code, wellbeing policy

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Whole school participation in Harmony day in March each year
 Years 1-4 attend ten week Mindfulness in Action from LifeSkills group;
 Years 5 and 6 attend five week Tools for Transition program from LifeSkills group;
 Years 4,5 and 6 participate in Tell Them From Me survey twice a year;
 K-6 complete termly bullying surveys to identify what is happening in classrooms
 Lessons and videos as appropriate in term one from antibullying.nsw.gov.au

Completed by: Vasilka Jovanovksa

Position: Assistant Principal

Signature: _____ Date: May 2020

Principal name: Matthew Ackerman

Signature: _____ Date: May 2020