

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. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (PBL), Smiling Mind and Bounce Back.

Promoting and reinforcing positive student behaviour and school-wide expectations

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.

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

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.

Maroubra Bay Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for Learning (PBL)
- Smiling Mind
- Bounce Back

Behaviour Code for Students

The Behaviour Code for Students can be found at

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Grow Your Mind	Integrated whole school social and emotional learning curriculum program promoting sustainable mental health, wellbeing and resilience for students and teachers.	K-6
Early Intervention	Smiling Mind	A specialised early intervention program for students in K-6 focused on wellbeing and learning.	1-6
Early Intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	K-6
Targeted Intervention	Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Thinking Time	As required for 10 mins	Class Teacher / Assistant Principal	Sentral
Reflection Time	As required for 20 mins	Assistant Principal	Sentral

Partnership with parents/carers

Maroubra Bay Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with parents each year at P&C meetings and in consultation with the local AECG.

School Anti-bullying Plan

Insert school anti bullying plan. Please see the attached pages for details on our anti-bullying strategy

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: November 2022

Next review date: Day 1, Term 3, 2023

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.



Bounce Back & Smiling Mind programs

Bounce Back! is based on positive psychology principles which research shows can help people to flourish in their lives. The program is intended to instill skills which promote positive mental health wellbeing and resilience. Each year, all classes complete a series of units on areas such as bouncing back, relationships and being safe.

Smiling Mind is a not-for-profit helping every mind thrive. Their goal is to create generational change in the mental health of Australians. Their life-long, evidence-based tools deliver the essential mental fitness skills needed to underpin good mental health and resilience from an early age. All classes complete lessons in mindfulness each week with their classroom teacher.

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'. The leaf contains the text 'RESPECTFUL', 'RESPONSIBLE', and 'CARING' in gold, with 'LOOKING' at the bottom. To the right of the leaf, there is a form with 'Awarded to:' followed by a blank line, 'For displaying the Core Values of our school' followed by three checkboxes for 'Respect', 'Responsibility', and 'Care', and 'Class Teacher:' followed by a blank line.</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 assembly.</p>	<p>Silver Award</p>  <p>The image shows a silver leaf-shaped certificate with a silver ribbon at the top that says 'SILVER AWARD'. The leaf contains the text 'RESPECTFUL', 'RESPONSIBLE', and 'CARING' in silver, with 'LOOKING' at the bottom. To the right of the leaf, there is a form with 'Awarded to:' followed by a blank line, 'Home Surname' followed by a blank line, 'Date:' followed by a blank line, and a signature line. A small portrait photo of a student is placed on the right side of the certificate.</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 dark, swirling pattern. In the center is a shield-shaped emblem with a green and gold design, similar to the school's logo. There are five stars around the inner circle of the medal.</p>

Behaviour of concern

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 behaviour of concern

<h2>Level 1</h2>	<p>Student behaviour includes;</p> <ul style="list-style-type: none"> <input type="checkbox"/> off task behaviour <input type="checkbox"/> not following teacher instructions <input type="checkbox"/> disruptive behaviour <input type="checkbox"/> refusing to cooperate <input type="checkbox"/> minor inappropriate use of technology <input type="checkbox"/> no hat <input type="checkbox"/> not abiding by game rules <input type="checkbox"/> exclusion <input type="checkbox"/> climbing trees or out of bounds 	<p>Teacher action to include;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Redirection and name on board <input type="checkbox"/> 1st reminder - reminder of expectation, visual reinforcement, mark against name on board <input type="checkbox"/> 2nd reminder - final reminder of expectation and possible consequences, second mark against name on board <input type="checkbox"/> K-2 Thinking time - 10 minutes in buddy class followed by restorative discussion by class teacher <input type="checkbox"/> 3-6 Thinking time - 10 minutes with Assistant Principal followed by 1st half lunch restorative discussion <input type="checkbox"/> Recording in Sentral and class teacher to phone parent/carer
<h2>Level 2</h2>	<p>Behaviour of concern includes;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing towards students <input type="checkbox"/> Low level violent activity <input type="checkbox"/> Continued refusal to cooperate or follow teacher instructions <input type="checkbox"/> Absconding from the classroom <input type="checkbox"/> Using other student's email accounts or other inappropriate use of technology <input type="checkbox"/> Refusal of teacher instruction 	<p>Assistant Principal action to include;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal student meeting <input type="checkbox"/> Reflection time in AP classroom for 1st lunch, restorative discussion <input type="checkbox"/> Level 2 letter emailed to parent <input type="checkbox"/> Recording in Sentral <input type="checkbox"/> Parent / class teacher / Assistant Principal meeting if no improvement evident
<h2>Level 3</h2>	<p>Continued behaviour of concern demonstrated</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 x Level 2 behaviours recorded in Sentral within a 10 week period <p>Or behaviour of concern includes;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing towards staff <input type="checkbox"/> Physically violent <input type="checkbox"/> Possession of weapons / illegal substances <input type="checkbox"/> Serious bullying involving cyber bullying <input type="checkbox"/> Leaving school grounds 	<p>Assistant Principal (Learning and Support) action to include;</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <p>Principal action to include;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal meeting with student <input type="checkbox"/> Principal meeting with student, parents and staff <input type="checkbox"/> Recording in Sentral <input type="checkbox"/> Formal caution <input type="checkbox"/> Suspension in line with the DoE

Code Blue strategy

<h1>Code Blue</h1>	<p>A Code Blue is instigated in the school when needed to keep students or staff safe. This could be due to;</p> <ul style="list-style-type: none"><input type="checkbox"/> Physical violence to students or staff<input type="checkbox"/> Excessive swearing and inappropriate language<input type="checkbox"/> Absconding with fears for safety	<ol style="list-style-type: none">1. Staff member informs students of a Code Blue and they stop what they are doing and walk sensibly to the designated buddy classroom, telling the buddy teacher a Code Blue has been called.2. Staff member uses black classroom phone to call office and inform them a Code Blue has been called for (named) student.3. Office informs Principal and Assistant Principal that a Code Blue has been called. The Assistant Principal may need to also call a Code Blue to remove themselves from their own classroom.4. Office staff make announcement to all classes using phone system and PA system of a Code Blue in the school. All staff should keep students in the classroom or return to the classroom if outside.5. Office staff check school gates to ensure safety of students6. Principal and Assistant Principal arrive to support student and staff member and take appropriate action7. Code Blue incident is recorded in Sentral8. Following the conclusion of the Code Blue, an appropriate de-brief will occur to ensure the wellbeing of all involved and that any lessons are learnt from the situation.
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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 Smiling Mind and Bounce Back activities with lessons assisting the social and emotional learning.

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

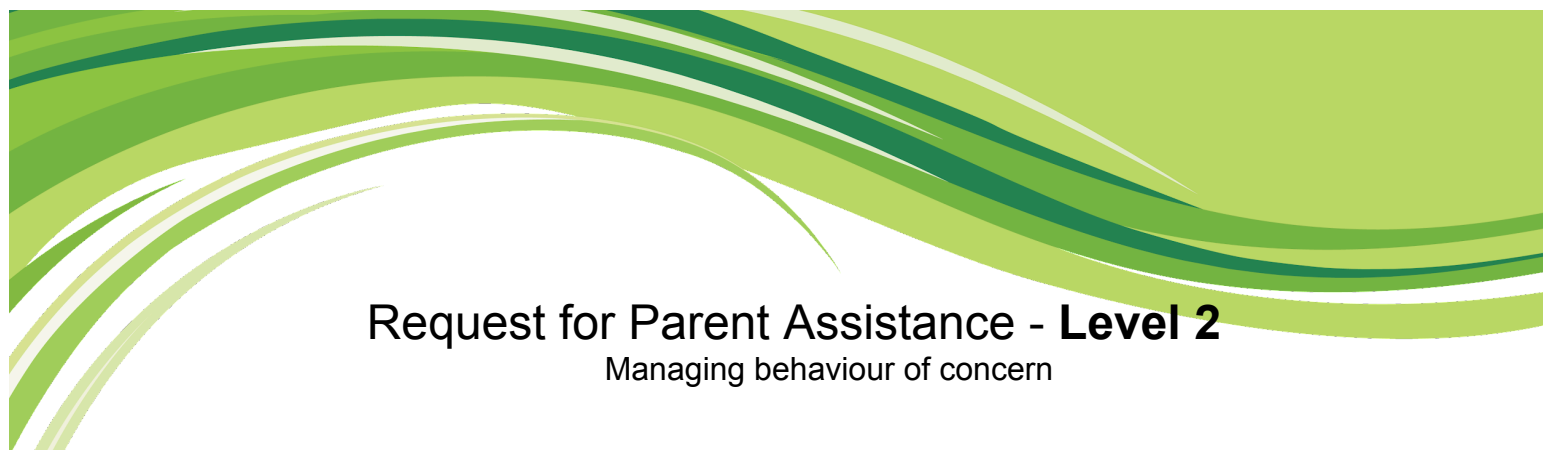
Have a discussion with all students involved (bullied student, student displaying bullying behaviour, witnesses). Listen calmly and carefully. Ask questions to get more details. Clarify if there are any immediate safety risks.

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.

PROCESS RECORDED IN WELLBEING MODULE IN SENTRAL (STUDENT TRACKING SOFTWARE)



Request for Parent Assistance - **Level 2**

Managing behaviour of concern

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 Level 2 behaviour of concern displayed:

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 – **Level 2**

(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.

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.