

Matraville Public School Behaviour Support and Management Plan

Overview

Matraville 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
- Be You

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

Matraville 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

Matraville Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying 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.

Matraville 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

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

To be safe, respectful, responsible active learners.

See Appendix 2 – Behaviour Expectations Matrix

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	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	Bounce Back	The <i>Bounce Back</i> program is implemented across classes K-6. 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	Breakfast Club	The school runs a program that provides access to a free healthy breakfast for students who require it. Participation in the program assists in the reduction of anxiety, and the development of social skills and relationships between students, and builds strong student-teacher connections.	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools 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	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Individual students, parent/carer, LaST, AP
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include 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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Matrville Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying, through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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.

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.

Preventing and responding to behaviours of concern

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.

- **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 the School Bytes Wellbeing system. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • behaviour expectation reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • detention, reflection and restorative practices • communication with parent/carer. 	<ul style="list-style-type: none"> • behaviour expectation reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • detention, reflection and restorative practices • communication with parent/carer.

Matraverse Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Bounce Back and Be You 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 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
<p>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.</p>	<p>1. Refer to school-wide expectations and/or other relevant supports so that the student can self-regulate.</p>	<p>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.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>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.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes Wellbeing system.</p>	<p>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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes Wellbeing system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (Bounce Back) weekly.</p>	<p>4. Teacher records on School Bytes Wellbeing system. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO).</p>	<p>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.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>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.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning for support and referral to Learning and Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, Care Navigator, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes Wellbeing system. These responses 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)
- refer family to Care Navigator for support as required
- 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](#).

Detention, 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.

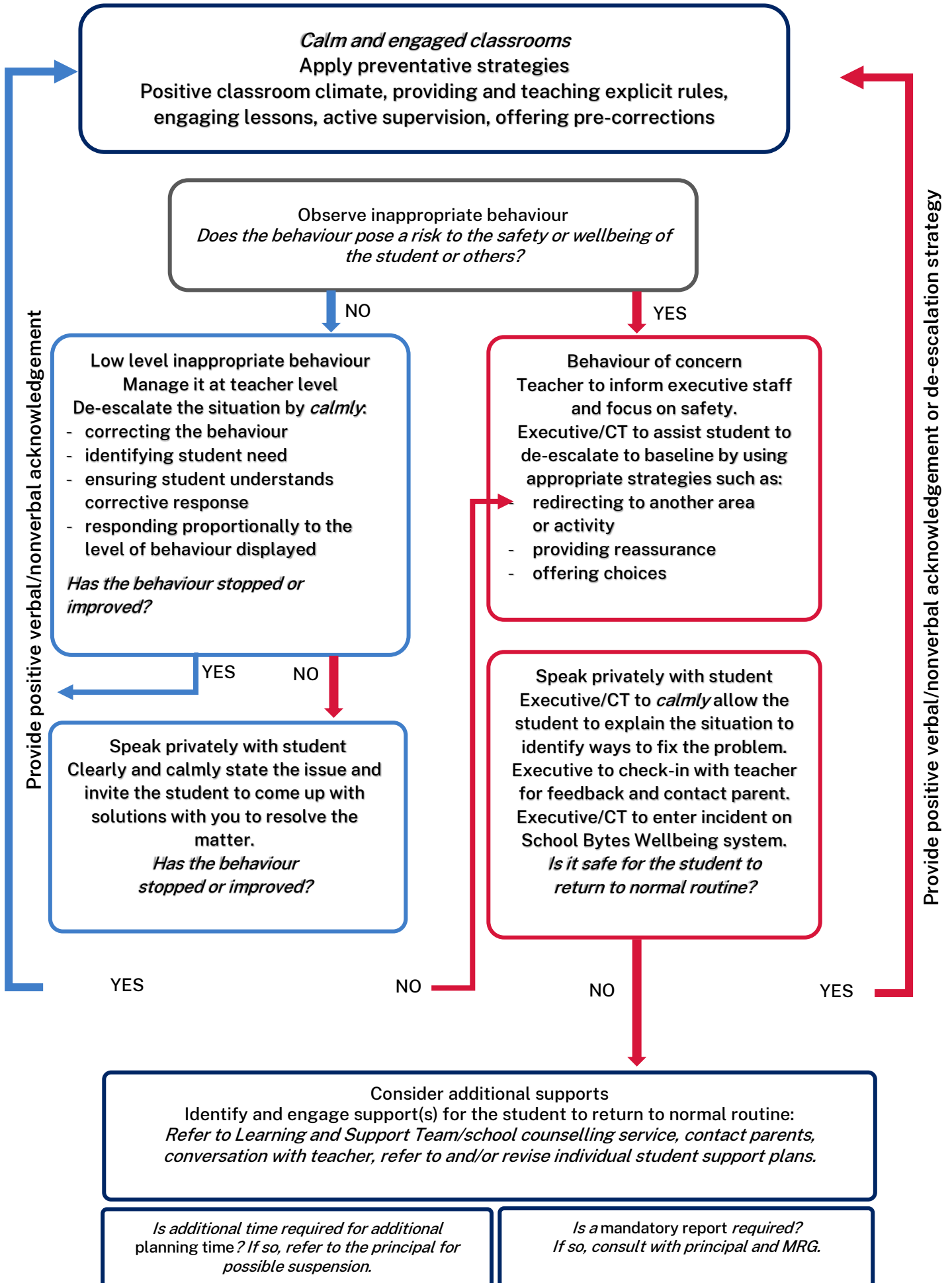
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p>	<p>Next break</p>	<p>Classroom Teacher and/or Assistant Principal</p>	<p>Documented in School Bytes Wellbeing system</p>
<p>Restorative practice – debriefing and planning after a crisis event or behaviour of concern with an individual student or group of students (reflection)</p>	<p>Scheduled for either lunch or recess break</p>	<p>Assistant Principal</p>	<p>Documented in School Bytes Wellbeing system</p>

Review dates

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

Next review date: 31 January 2026: Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Matrville 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 Expectations Matrix



Matraville Public School Expectations

	Classrooms	Playground	Toilets	Assembly Hall	Office Area
SAFE	<ul style="list-style-type: none"> Walk around the room Keep your hands and feet to yourself Use all equipment correctly Push your chair under the desk Pick items up off the floor and put them away 	<ul style="list-style-type: none"> Sit down while eating Be aware of others Stay in bounds Keep your hands and feet to yourself Wear a school hat Use all equipment correctly 	<ul style="list-style-type: none"> Go to the toilet in pairs Walk in the toilets Keep your hands and feet to yourself Use toilets, taps and bubblers correctly 	<ul style="list-style-type: none"> Walk in the hall Sit with legs crossed Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Go to the office in pairs Walk in the office area Use the back door to enter and exit Keep your hands and feet to yourself
RESPECTFUL	<ul style="list-style-type: none"> Listen to others Put your hand up and wait your turn Use kind words Speak using an inside voice Tell the truth Share equipment Wear correct school uniform 	<ul style="list-style-type: none"> Be fair to others Use kind words Tell the truth Include others Share equipment Wear correct school uniform 	<ul style="list-style-type: none"> Give others privacy Use kind words Speak using an inside voice Keep the area clean 	<ul style="list-style-type: none"> Listen to others Stand straight with hands by your side when singing our school song and National Anthem Say thank you when receiving an award Wait to enter and exit in between items 	<ul style="list-style-type: none"> Listen to others Knock and wait your turn Use kind words Speak using an inside voice Tell the truth
RESPONSIBLE	<ul style="list-style-type: none"> Follow instructions Come ready to learn Bring the equipment you need for the day Talk to a teacher if you need help Ask permission to leave the room 	<ul style="list-style-type: none"> Follow instructions Agree on and play by the rules Put your rubbish in the bin Put away equipment after using it Talk to a teacher if you need help 	<ul style="list-style-type: none"> Flush the toilet Wash your hands before leaving Turn off the taps and bubblers Talk to a teacher if you need help 	<ul style="list-style-type: none"> Follow instructions Participate and respond correctly Sit quietly 	<ul style="list-style-type: none"> Ask permission to go to the office Follow instructions Wait patiently for attention
ACTIVE LEARNERS	<ul style="list-style-type: none"> Try your best in all activities Work towards your learning goals Work cooperatively with others Encourage others in their learning 	<ul style="list-style-type: none"> Try new things Be a good sport Play cooperatively with others Encourage others when playing 	<ul style="list-style-type: none"> Go to the toilet at recess and lunch Return straight to the playground or classroom 	<ul style="list-style-type: none"> Learn the words to our school song and National Anthem Encourage others in their achievements 	<ul style="list-style-type: none"> Share your learning proudly Remember and repeat your message