### **NSW Department of Education**



# Marra Creek Public School Behaviour Support and Management Plan

#### Overview

Our vision, At Marra Creek Public School, is to provide every child with high quality, inclusive education through caring, respectful and collaborative partnerships with staff, students, parents and the community in a stimulating and safe environment where each student is known, valued and cared for.

Students will develop skills to equip them to be confident, resilient and enthusiastic learners through evidence based practice, effective use of technology and opportunities within a network of partner schools and the wider community, underpinned by a culture of continuous improvement and high expectations.

#### Partnership with parents and carers

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

• inviting parent/carer and student feedback through formal and informal means such as school surveys, Kids Matter surveys, consulting with the P & C and local AECG

Marra Creek Public School will communicate these expectations to parents/carers through the school newsletter. 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

Respectful	Safe	Expectation - [insert expectation]
Use our manners	Hands and feet to yourself	Ask for help
Use appropriate language	Listen and follow instructions	Work together
Share and take turns	Use equipment correctly	Be ready to learn

#### 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 <a href="https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01">https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</a>. 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, in and bullying behaviour. PBL

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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Tuck Shop		Staff, students K-6
	PBL		students K-6
Early intervention	Kalm Kids		students K-6
Targeted intervention	Attendance Support		Individual Students, families K-6
Individual intervention	School learning and support SGT		Individual students

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

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.

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

- directly observing a child or young person'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 their year advisor or 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

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
<ol> <li>Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</li> </ol>	<ol> <li>Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self- regulate.</li> </ol>	<ol> <li>Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</li> </ol>
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. Principal/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 1 those that are:  • free and frequent  • moderate and intermittent  • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.  4. All social-emotional learning programs are Embedded in the curriculum.	. 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 a low-level consequence is applied.  4. Students engage with Life Skills Go daily School Bytes Data monitored and communicated to individual parent/carers.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.  4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.

#### Responses to serious behaviours of concern

• The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> procedures apply to all NSW public schools.

# Review dates

Last review date: 12/2/2025 Next review date: Term 1, 2026

### Appendix 1: Behaviour management flowchart (Alternative example)

Calm and engaged classroom Apply preventative strategies Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections Provide positive verbal/nonverbal acknowledgement or de-escalation strategy Observe behaviour Does the behaviour pose a risk to the safety or wellbeing of the student or others? NO YES Provide positive verbal/nonverbal acknowledgement Behaviours of concern Serious behaviours of concern Manage it at teacher level. Teacher to inform executive staff De-escalate the situation by *calmly*: and focus on safety. - List strategies List strategies Has the behaviour stopped or improved? Speak privately with student YES NO What will this process look like? Is it safe for the student to Speak privately with student return to normal routine? What will happen here? Has the behaviour stopped or improved? NO YES NO YES **Consider additional supports** Identify and engage support(s) for the student to return to normal routine: Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans. Is a mandatory report required? Is suspension required for additional planning If so, consult with principal and MRG. time? If so, consult with principal.

#### Appendix 2: Bullying Response Flowchart (Optional)

First hour: Listen

- •Identify bullying behaviour, including cyber-bullying
- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- •Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you
  have the facts correct
- •Enter the record in [your behaviour / wellbeing ITD system]
- •Notify school executive of incident if required in line with behaviour management flowchart
- •Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- •Gather additional information from other students, staff or family
- •Review any previous reports or records for students involved
- •Make sure you can answer who, what, where, when and how
- •Clarify information with student and check on their wellbeing

Day 3: Discuss

- •Evaluate the information to determine if it meets the definition of bullying (see above)
- •Make a time to meet with the student to discuss next steps
- •Ask the student what they believe will help address the situation
- •Engage the student as part of the solution
- Provide the student and parent with information about student support network
- •Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- •Document the plan of action in [your behaviour / wellbeing ITD system]
- •Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student and check in regularly on their wellbeing
- •Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- •Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety
- Report back to parent
- •Record outcomes in [your behaviour / wellbeing ITD system]

Ongoing follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in [your behaviour / wellbeing ITD system]
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students