NSW Department of Education

Manildra Public School
Behaviour Support and Management Plan

Overview

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

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful and responsible learners in a caring environment.

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.

School-wide expectations and rules are co-developed with students, staff and parents and the wider community to ensure safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students to maximise interactions on the playground and the classroom.

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

- Trauma informed practices
- The Resilience Project-A whole school wellbeing program that teaches and supports positive mental health in the classroom, staffroom and wider community.

These programs prioritise social and emotion learning to support good mental health, positive relationships and supports prevention of bullying.

Manildra Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintain 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 relationships. A key component of a supportive 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

Manildra 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.

Manildra 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

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

To be safe, responsible and respectful learners.

Respectful	Safe	Responsible
Use appropriate language	Follow instructions	Stay on task
Look and listen to the speaker	Hands and feet to yourself	Be ready to learn
Be kind	Right place, right time	Ask for help
Accept differences	Report problems to the teacher	Try your best

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	Breakfast Club	School community run a breakfast club program that provides access to a free	K-6
Prevention	Trauma informed Practices	Trauma-informed practice is supporting teachers, school-based staff and leaders to improve their knowledge of complex and developmental trauma. This helps staff understand student behaviours and how to respond. Staff can then better meet students' needs so they can reach their full potential.	
Prevention	Breakfast Club	Healthy breakfast and builds strong student-staff connections	K-6
Prevention	The Resilience Project	Evidence-based program focusing on building student relationship and resilience. This focuses on using gratitude, empathy and mindfulness.	Staff, students & families
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
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus	K-6
Targeted/ individual intervention	Learning and Support	The principal works with teachers, students and families to support students who require personalised learning and support.	K-6
Targeted/ Individual intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Principal, individual students, K-6, Families
Individual intervention	Individual behaviour support planning	Collaboratively planning with the student and their family with support from Team Around a School where needed. This can include induvial behaviour support and risk management plans	Principal, individual students, K-6, Families

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

Manildra Public School staff will 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.

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

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by the principal.

Manildra Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent –semester or annual types of recognition.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
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.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	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.
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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.	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.
All social-emotional learning programs (Resilience Project) are taught weekly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	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.

Teacher/parent contact	Teacher/Parent contact	Teacher/Parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

- Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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
    - reflection and restorative practices
    - 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response procedure
- 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

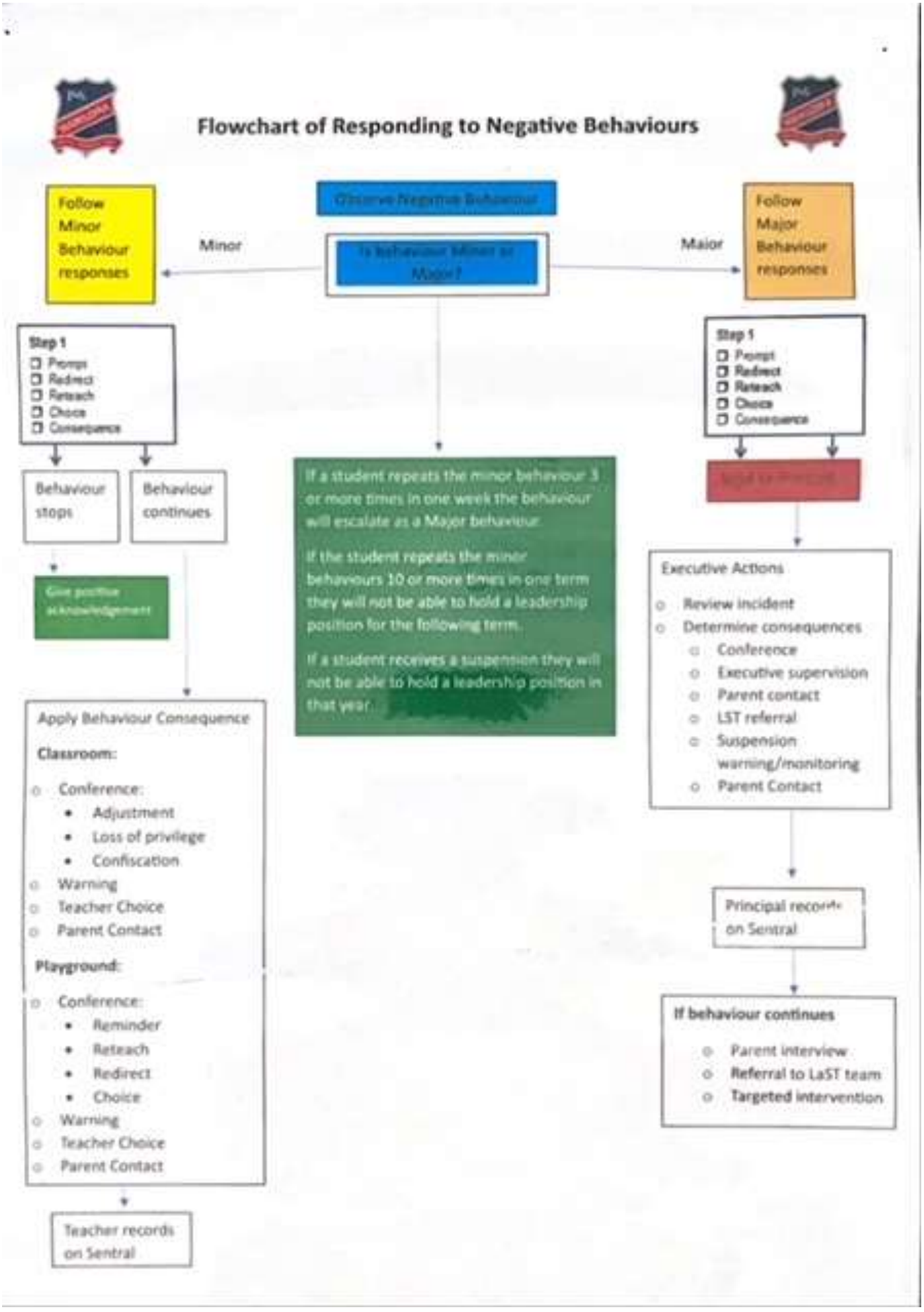
[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Next day at either lunch or recess break	Principal	Documented in Sentral
Alternative play plan-withdrawal from free choice play and re-allocation of office or classroom for supervised play following breach of 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	Next break	Principal	Documented in Sentral
Restorative practice-peer mediation	Scheduled either lunch or recess.	Principal	Documented in Sentral

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026]


Flowchart of Responding to Negative Behaviours
Follow Minor Behaviour responses
Minor
Major
Follow Major Behaviour responses
Step 1
Prompt
Redirect
Reteach
Choice
Consequence
Behaviour stops
Behaviour continues
If a student repeats the minor behaviour 3 or more times in one week the behaviour will escalate as a Major behaviour.
If the student repeats the minor behaviours 10 or more times in one term they will not be able to hold a leadership position for the following term.
If a student receives a suspension they will not be able to hold a leadership position in that year.
Executive Actions
Review incident
Determine consequences
Conference
Executive supervision
Parent contact
LST referral
Suspension warning/monitoring
Parent Contact
Apply Behaviour Consequence
Classroom:
Conference:
Adjustment
Loss of privilege
Confiscation
Warning
Teacher Choice
Parent Contact
Playground:
Conference:
Reminder
Reteach
Redirect
Choice
Warning
Teacher Choice
Parent Contact
Teacher records on Sentral
Principal records on Sentral
If behaviour continues
Parent interview
Referral to LaST team
Targeted intervention

Bullying Response Flowchart

The following flowchart explains the actions Example 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.

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