NSW Department of Education

Manly Vale Public School Behaviour Support and Management Plan

Overview

Manly Vale Public School is committed to supporting the development of all students, through the explicit teaching and modelling of positive behaviour, in order to ensure all students connect, succeed and thrive to become responsible global citizens.

We want every child to participate positively in our school community and beyond. Our commitment and ability to maintain our "Caring and Sharing" vision is underpinned by positive and proactive partnerships between students, teachers, parents and the community. We are committed to working together to promote high expectations for student behaviour and provide opportunities for success for all.

Manly Vale Public School is a safe, supportive, inclusive and respectful school that rejects all forms of bullying behaviours, including cyber (or online) bullying. Every member of our school community plays an important role in fostering a caring and sharing, welcoming and diverse school culture. School staff are committed to actively responding to any student bullying behaviour in both online and offline environments.

School-wide expectations and values

Behaviour Code for Students

All students in NSW Public Schools must adhere to the Behaviour Code for Students.

Manly Vale Public School is committed to providing a safe, supportive and responsive learning environment for all. High expectations for student behaviour are explicitly taught and modelled and students are encouraged to take ownership of their own learning and behaviour choices.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01. This document translated into multiple languages is available here: https://education.nsw.gov.au/schooling/translated-documents/behaviour-code-for-students.html.

Positive Behaviour Expectations

At Manly Vale Public School, our school values are:

caring / sharing

engaged learners

responsible / sustainable

These provide a proactive and clear framework to define, teach and model positive student behaviours.

Caring/Sharing	Engaged Learners	Responsible/Sustainable
Be kind and value others	Be respectful towards all others	Be safe
Be courteous and polite	Always give my personal best	Be responsible for my actions
Include and help others	Be ready to learn and have a go	Look after school property and my belongings
Share equipment and play by the rules	Work co-operatively	Care for the environment

Whole school approach across the care continuum

Classroom and playground management

All staff at Manly Vale model and promote positive behaviour choices in the classroom and on the playground, utilising proactive practices that support all students, including:

- establishing and maintaining positive classroom climates through explicitly teaching values and expectations
- communicating expectations clearly with students and encouraging expected behaviours
- establishing positive and predictable routines to maximise opportunities for learning and engagement
- providing positive feedback and reinforcement for students
- actively supervising and supporting students to engage in learning and make positive behaviour choices on the playground
- discouraging inappropriate behaviour by using developmentally appropriate reminders

Teachers and school staff respond to behaviours of concern with a consistent, fair and calm approach that is proportionate to the behaviour. We aim to support students to return to learning with minimal disruption, understand the impact of their behaviour (in an age and developmentally appropriate manner) and reflect on an appropriate course of action for the future.

Positive learning environments

All teachers at Manly Vale Public School set clear and explicit guidelines for positive behaviour in the classroom and on the playground. These positive behaviours are explicitly taught through the programs and strategies listed and are revisited and reinforced throughout the year.

These approaches are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships.

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Values	In line with our whole school values, Manly Vale teaches and recognises positive behaviour expectations, aligned to our values: caring/sharing, engaged learners, responsible/sustainable.	Whole school
Prevention	Personal Health and Development – Stage based Units	Social Emotional Learning (SEL) is embedded across Personal Health and Development units, differentiated across the stages. ES1: *Term 1 – SEL Program* S1: *Building Respectful Relationships* (even years) and *Getting Along with Others* (odd years) S2: *The Power of Positivity* (even years) and *Me and My Mates* (odd years) S3: *Term 1 – SEL Program*	Whole school – Stage based
Prevention	The Anxiety Project	The Anxiety Project is a whole school community, evidence-based project delivered through a series of cognitive-behavioural lesson plans and through the use of teacher-led and parent-led conversational techniques. These interventions are aimed at helping students learn skills to manage their anxiety, by becoming better emotional problem-solvers and helping students to reframe the difficulties they may face.	Whole school
Prevention	Peer Support	Peer Support is a research-based program aimed at supporting student belonging and connection across the school, by equipping students with the skills and tools they need to build and maintain positive peer relationships across all grades. Students also develop leadership skills (Peer Leaders) and equipping students with the skills and learn the social and emotional literacy skills to support them to better manage life's ups and downs.	Whole school
Prevention	Zones of Regulation	The Zones of Regulation provides a proactive, systematic framework for teaching students about emotional regulation. It uses simple and consistent language, organising feelings into colour groups, to support students to understand,	K-2 and identified students

Care Continuum	Strategy or Program	Details	Audience
		talk about and gradually develop skills in regulation. The program is adaptable to suit the learning needs of a diverse range of learners.	
Prevention	PAX Good Behaviour Game	The PAX GBG consists of evidence-based and trauma-informed strategies designed to build self-regulation, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in students.	Kindergarten
Early intervention	Circle Time	Circle Time is a restorative practice used across all classrooms and is tailored for each stage and individual class needs.	Whole school
Targeted/ Individual intervention	Learning and Support team	The Learning and Support Team work alongside class teachers to support students requiring additional personalised support, including specific behaviour supports that may require an individualised plan.	Identified students
Individual intervention	Individual behaviour support plan	The Learning and Support Team, working alongside executive, and other specialist support staff will develop, implement, monitor and review behaviour support and risk management plans as required.	Identified students

Rewarding positive behaviour

Our whole school positive reward system reflects our values and encourages all students to make positive behaviour choices in the classroom and playground. Students are explicitly taught and actively encouraged to demonstrate the Manly Vale school values. Students demonstrating positive behaviours are rewarded with a range of rewards that link into our whole school reward system, as outlined in the table below.

Reward	Details	Audience
Super Kids	Super Kids are 'fast and frequent' colour coded slips given to students for any positive behaviour in class or on the playground. Students record their name and class on their Super Kid, which is then entered into the raffle at the assembly, with the students chosen earning a voucher to spend at the canteen.	Whole school
Super Owls	Super Owls are awarded to select students for demonstrating outstanding behaviour in the school values.	Whole school
Merit Certificates	Merit Certificates are awarded at K-2 and 3-6 assemblies for outstanding student achievement and/or behaviour.	Whole school

Reward	Details	Audience
Principal Awards, Banners and Medals	Principal Awards, Banners and Medals are earned in line with the Manly Vale Positive Reward System, based on the number of Super Owls and Merit Certificates earned and collected.	Whole school
In class rewards (varied)	Classroom teachers utilise a range of different in class rewards to encourage teamwork and positive behaviour choices. These reward systems vary depending on the age and stage of the students and can include Dojo points, table points, class behaviour goals etc.	Whole school

Planned responses to 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.

Manly Vale 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.

Our school aims to ensure that responses to behaviours that fall short of the school's values are consistent and proportionate to the nature of the behaviour. When assessing any incident, the immediate focus is on ensuring

the safety of students and staff. All behaviours of concern are dealt with in a calm, consistent, respectful and timely manner.

Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed.

- **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.

When responding to student behaviour, staff should first determine if the behaviour is minor, medium or major, with the following agreed understanding:

Minor incidents	Medium incidents	Major incidents
Minor behaviours: ● are situations where students need brief reminders about minor breaches of school expectations eg. reminders about safe movement around the school, wearing a hat during outdoor activities etc.	**Medium behaviours:** ● are a pattern of minor behaviours. ● begin to impact on the safety or wellbeing of others. ● are a significant, individual classroom or playground incident. ● are becoming a pattern of problem behaviours.	**Major behaviours:** ● are a pattern of medium behaviours. ● significantly impact the safety and wellbeing of others. ● cause harm or risk of harm to others. ● are purposefully destructive. ● are illegal.
Action/Consequence: ● the student is supported to stop the inappropriate behaviour which may involve: ○ a prompt to stop ○ redirection to another area or activity ○ where appropriate, support to problem solve with restorative practices where incidents involve more than one student ● the teacher or staff member sets clear expectations with the student. ● appropriate logical and proportional behaviour consequences are applied by the teacher dealing with the incident and may include:	**Action/Consequence:** ● the student is supported to stop the inappropriate behaviour with a prompt to stop. ● the teacher or staff member sets clear expectations with the student. ● teacher-directed time out is allocated accordingly, proportionate to the behaviour and the age and developmental needs of the student. ● students are supported to complete a post-incident reflection with the teacher (or executive as required). ● appropriate and proportionate behaviour consequences are allocated and involve supporting the student to restore or repair relationship/s	**Action/Consequence:** ● the student is directed to stop the inappropriate behaviour with a firm, immediate prompt to stop. ● teacher-directed time out is used to support the student to return to regulation. ● the student completes a post-incident reflection with the AP, DP or Principal as required. ● appropriate and proportionate behaviour consequences are allocated and involve supporting the student to restore or repair relationship/s with others and/or their environment. ● incidents are recorded in School Bytes.

○ reminders and redirection consistent with school rules eg. no hat, sit in the shade ○ age appropriate reflection time ○ loss of privilege eg. no equipment for the remainder of play time if equipment is purposefully misused ○ Walk and Talk with teacher (if incident occurs on the playground)	with others and/or their environment. These may include: ○ Picking up rubbish in the classroom or playground (where student may have littered or damaged classroom environment) ○ Writing a reflection or letter of apology to make amends with students or teachers impacted by the behaviour ● incidents are recorded in School Bytes. ● if the incident causes a significant impact or forms part of a pattern of behaviour, the class teacher or executive will notify parents.	● executive (AP, DP or Principal) notifies parents. ● for continued and serious breaches of the Student Behaviour Code, students may be issued with a warning to suspend, suspension or expulsion as outlined in the NSW DoE Suspension and Expulsion Procedures.

Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviours, are recorded on School Bytes. These may include:

- reviewing and documenting the incident
- determining an appropriate response, including providing supports for students and staff that were impacted
- referring the student to the school learning and support team for further monitoring and support
- developing individual support plans and making appropriate adjustments
- reflective and restorative practices (as outlined below)
- communicating and collaborating with parents and carers
- liaising with additional support services, including in-school specialist support teams
- formal cautions for 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

School 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.

Reflective 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?
Self-directed time out	As needed, for the pre-determined time arranged with the class teacher and appropriate for each individual	Class teacher supports student to apply this strategy as needed	Self-directed time out needs may be recorded in student ILPs, classroom management plans and/or student Form 1 documents.
Teacher-directed time out	As required, for the pre-determined time as allocated by the class teacher and appropriate for each individual (based on age and developmental needs)	Class teacher	Incidents recorded as required in School Bytes
Post-incident reflection	As required, post behavioural incidents, for the pre-determined time as allocated by the teacher/executive and appropriate for each individual (based on age and developmental needs).	Teacher and/or executive as required	Incidents recorded in School Bytes

Partnerships with parents, carers and the community

Manly Vale Public School works in partnership with parents and carers, establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies through:

- communication between parents and teachers via phone calls and meetings
- regular communication with our school community via the school newsletter, School Bytes and emails
- inviting feedback through formal surveys such as Tell Them From Me
- consultation with the P & C and local AECG

At Manly Vale Public School we value and encourage open communication. If parents and carers have any concerns, they are encouraged to reach out to their child's class teacher in the first instance. More serious concerns could be directed to school leadership as appropriate.

Review dates

Last review date: 28.11.24

Next review date: Day 1, Term 4, 2025