

Manly Village Primary School Behaviour Support and Management Plan



Overview

Manly Village 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:

- [Grow Your Mind \(GYM\)](#)
- [Positive Behaviour for Learning \(PBL\)](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports student wellbeing.

Manly Village Public School rejects all forms of negative 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 that is safe and conducive to learning.

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 behaviours of concern.

Partnership with parents and carers

Manly Village 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 and comment on the School Behaviour Support and Management Plan through formal and informal means, such as surveys, school surveys, consulting with the school community
- using concerns raised through complaints procedures to review school systems, data and practices.

Manly Village 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

Manly Village Public School has the following school-wide expectations:

Respect, Integrity and Excellence

Respect	Integrity	Excellence
Be kind	Think about what values you care about	Give your best to whatever you do
Treat others as you want to be treated	Stand strong for what you believe in	Give your best to relationships
Speak courteously and listen attentively to everyone.	Willingly clean up mistakes	Set noble and realistic goals
Take special care of other people's belongings	Do the right thing even when no one is watching	Remember to plan and practice
Honour the values of your school, family and community	Think for yourself and make good choices	Develop your special gifts
Expect respect for your body and your rights	Be your own leader	
Show respect for school property		

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
- explicit teaching of PBL lessons
- 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/ Targeted intervention	<u>Grow Your Mind (GYM)</u>	Grow Your Mind builds resilience and supports respectful relationships and consent education. Grow Your Mind is available as a quality -assured program in the NSW Department of Education's Student Wellbeing external programs catalogue. This program is taught at part of our PDHPE curriculum.	Students K - 6
Prevention/ Targeted intervention	<u>Positive Behaviour for Learning (PBL)</u>	Positive Behaviour for Learning (PBL) brings together the whole -school community to contribute to developing a positive, safe and supportive learning culture. <u>Positive Behaviour for Learning (PBL) Procedures DRAFT DEC 24.docx</u>	Students K - 6
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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 toolk it includes actions to report and manage cyberbullying incidents.	All
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	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	<u>Individual behaviour support planning</u>	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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use school developed guidelines to determine 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 for the MVPS Flowchart for Managing Inappropriate behaviour.

- **Teacher managed** – Low level inappropriate behaviour that is managed by teachers in the classroom and the playground.
- **Executive supported** – A more significant incident that teachers require advice or support from an executive member.
- **Executive managed** – Does the behaviour pose a serious risk to the safety or wellbeing of the student or others? Behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes. These include :

Classroom & Non-classroom setting
<ul style="list-style-type: none"> • Expectation reminder • Re-direct • Offer choice • Error correction • Prompts • Reteach • Seat change • Play or playground re -direction • Conference • Reflection and restorative practices • Communication with parent/carer • Walk and talk (shadow the reporting teacher on duty) • Time off the playground (with reporting teacher) • Time out (sitting in a designated area supervised by teacher) • Reflection Room (written reflection to be completed) • Loss of privilege (e.g. class game, buddies, technology, art)

Manly Village Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. *Positive Behaviour for Learning* (PBL) and *Grow Your Mind* (GYM) 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
Behaviour expectations are taught and referred to regularly <ul style="list-style-type: none"> ● Teachers model behaviours and provide opportunities for practice. ● Students are acknowledged for meeting school -wide expectations and rules. ● Provide and teach explicit classroom and playground expectations. ● Establish a positive classroom climate. ● Teachers participate in behaviour and engagement professional learning: ● <u>Classroom management: Creating and maintaining positive learning environments</u> ● <u>Classroom management: Creating and maintaining positive learning environments</u> ● <u>Behaviour and engagement professional learning</u> 	Teacher Managed School Wide Expectations <ul style="list-style-type: none"> ● Refer to school-wide expectations, emotional regulation visuals (e.g. class created PBL visuals, PBL signage) and/or supports so that the student can self-regulate. ● Reward positive behaviour (mini merit system). ● <u>Positive Behaviour for Learning (PBL) Procedures DRAFT DEC 24.docx</u> 	Executive Supported & Executive Managed School Wide Expectations <ul style="list-style-type: none"> ● Contact office to seek help from executive straight away if there is a risk to student safety. ● Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
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
Verbal and non-verbal specific positive feedback <ul style="list-style-type: none"> ● Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. 	Teacher Managed Indirect responses <ul style="list-style-type: none"> ● Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. ● De-escalate the situation by calmly correcting the behaviour, identify student need, responding proportionally to the level of behaviour displayed and ensuring the student 	Executive Supported & Executive Managed Appropriate Redirect Strategies <ul style="list-style-type: none"> ● Executive and/or classroom teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: <ul style="list-style-type: none"> ○ redirecting to another area or activity ○ providing reassurance ○ offering choices. ● Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.

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
Tangible Reinforcers Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent (mini merits) • moderate and intermittent (Bronze awards) • significant and infrequent (Silver awards, Gold awards and Manly Village Medal) • Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing system. 	Teacher Managed <ul style="list-style-type: none"> • 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. • Record incident s of inappropriate behaviour on School Bytes and if necessary, contact parent/carer by phone call. 	Executive Supported & Executive Managed <ul style="list-style-type: none"> • Teacher and Executive collects information and reviews the incident from multiple perspectives to determine next steps. • Teacher or Executive to record incident School Bytes and contact parent/carer by phone call. • Executive/principal may consider further action e.g. formal caution or suspension.
Grow Your Mind (GYM) & Positive Behaviour for Learning (PBL) <ul style="list-style-type: none"> • Social emotional learning lessons (GYM and PBL) are taught weekly. 	Teacher Managed <ul style="list-style-type: none"> • Teacher records on School Bytes asap and if necessary, contact parent/carer by phone call. • Monitor and inform family if repeated. • For some incidents, referral is made to the school's anti - racism contact officer (ARCO) or anti-bullying co -ordinator. 	Executive Supported & Executive Managed <ul style="list-style-type: none"> • 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.
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
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<ul style="list-style-type: none"> • Where appropriate, teacher contacts parents through a phone call, meeting or email to communicate student effort to meet expectations. • Recognition awards for positive individual are given at weekly school assemblies. 	Teacher Managed <ul style="list-style-type: none"> • Discuss ongoing behaviour issues in stage meetings and with Executive member. • Implement a course of intervention for a 5 week period. • Teacher contacts parents by phone when a range of corrective responses have not been successful. • Individual planning and referral to Learning Support Team may be discussed. 	Executive Supported & Executive Managed <ul style="list-style-type: none"> • Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes. 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 (listed below)
- 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.

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.

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 when deemed necessary. When incidents of bullying occur, the ***Bullying Response Flowchart*** (Appendix 2) is followed.

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.

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. Reflection practices, restorative practices and time out procedures must meet department guidelines: [Detention and time -out procedures](#) .

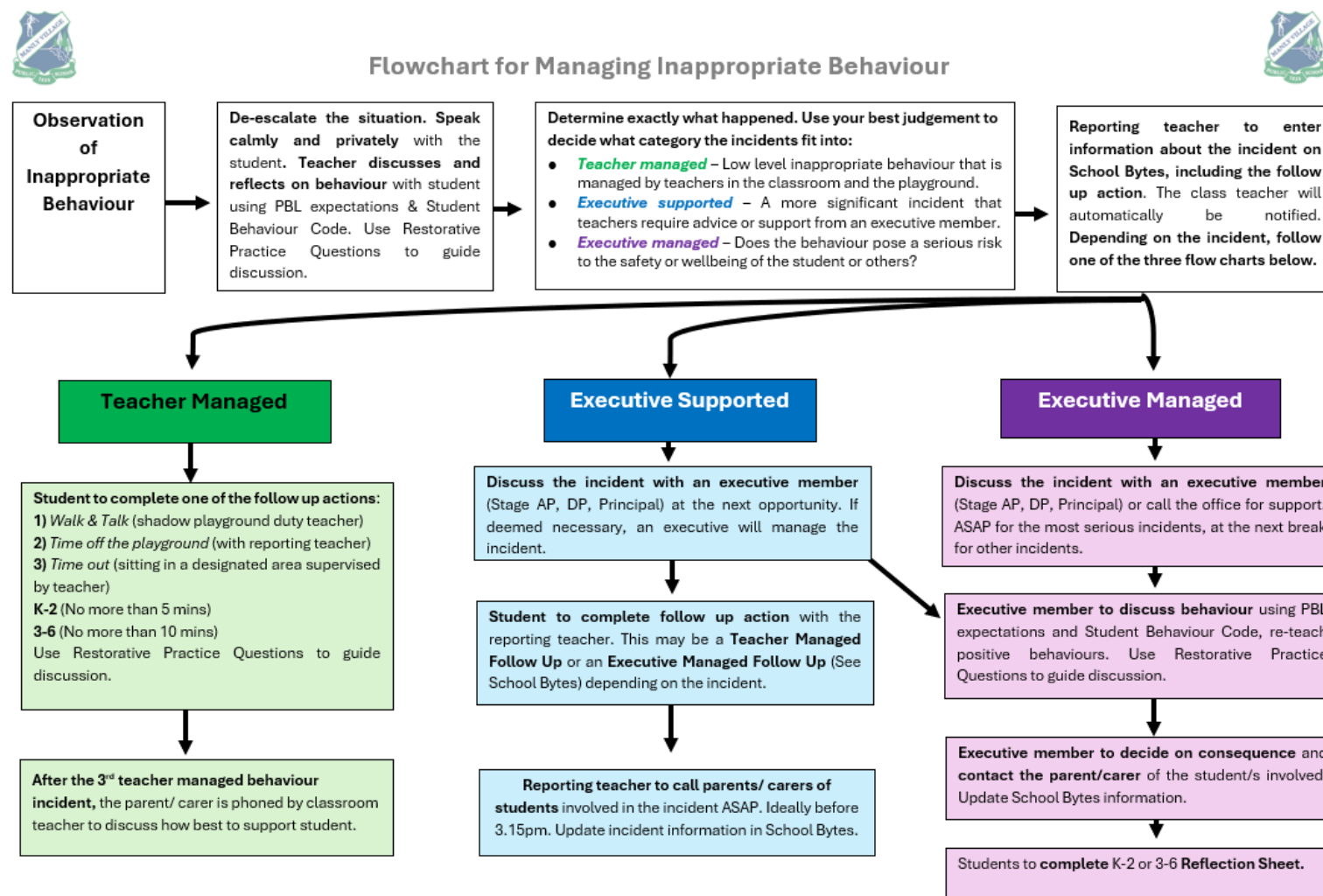
Reflection Room Guidelines Manly Village Public School	
When and how long will they occur?	<ul style="list-style-type: none"> Reflections Rooms will take place on a weekly basis, with separate Reflections Rooms for students in K-3 and 4-6 Sessions will take place on Wednesdays at 1.05pm in a classroom of a designated executive member
What is the maximum length of time appropriate to the student's age or developmental level?	<ul style="list-style-type: none"> Sessions for K-2 students will be 10 mins in duration Sessions for 3-6 students will be 20 mins in duration
How will food and toilet breaks be managed?	<ul style="list-style-type: none"> Opportunities for students to go to the toilet will be provided before and after sessions Students will be allowed to drink and eat their lunch during these sessions
What teachers are authorised by the principal to coordinate them?	<ul style="list-style-type: none"> Executive members are authorised to conduct these sessions
How will MVPS record them?	<ul style="list-style-type: none"> School Bytes will be used to record details of who has attended a Reflection Room
What activities will students do when in the Reflection Room?	<ul style="list-style-type: none"> Students will complete a written reflection sheet based on restorative practice, a teaching and learning approach that encourages behaviour that is supportive and respectful Reflection sheets and questions will be differentiated for K-2 students and 3-6 students

Review dates

Last review date: [06/12/2024: Term 4, 2024]

Next review date: [Term 2, 2025]

Appendix 1: Behaviour management flowchart





Flowchart for Managing Inappropriate Behaviour

Teacher Managed Examples	Executive Supported Examples	Executive Managed Examples
<ul style="list-style-type: none"> • Not following classroom expectations and/or ongoing disruptions in learning time • Disrespect and/or disobedience to teachers, visitors and parents • Inappropriate, rough or dangerous play <i>(Depending on the severity of the incident this might be Executive Supported)</i> • Inappropriate use of school equipment or sticks • Put downs / negative comments • Not being in the right place at the right time (e.g. late to class after breaks or out of bounds) • Moving inappropriately (e.g. in the halls or stairs) • Littering • Minor swearing (e.g. idiot, shut up) • Mobile phone use • Lying • Teasing / Excluding others • Stealing (e.g. pencil) • Inappropriate use of the toilets (e.g. playing) 	<ul style="list-style-type: none"> • Violence against students/staff (e.g. hitting, biting, punching, kicking, fighting) with intention to hurt <i>(Depending on the severity of the incident this might be Executive Managed)</i> • Inappropriate, rough or dangerous play <i>(Depending on the severity of the incident this might be Teacher Managed)</i> • Two Executive Managed incidents within a term (Refer to Learning Enrichment Team) • Not following road safety rules • Swearing at students / teachers • Inappropriate use of the toilets (e.g. invasion of privacy / damaging facilities / unhygienic practices) 	<ul style="list-style-type: none"> • Violence against students/staff (e.g. hitting, biting, punching, kicking, fighting) with intention to hurt <i>(Depending on the severity of the incident this might be Executive Supported)</i> • Damaging school property (e.g. graffiti) • Inappropriate use of technology (e.g. mobile phone, laptops) including cyberbullying • Dangerous out of bounds (e.g. leaving school grounds, this includes before school) • Five Teacher Managed incidents within a term (Executive to phone parents/ carers) • Weapons • Inappropriate touching or any child protection incident • Bullying (repeated / targeted) • Stealing (e.g. money, technology)



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Manly Village 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.

