



Martin's Gully Public School Behaviour Support and Management Plan

Overview

Martin's Gully 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.

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:

[PAX Good Behaviour Game](#)

[You Can Do It](#)

[Zones of Regulation](#)

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

Partnership with parents and carers

Martin's Gully Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies.

Martin's Gully 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

Martin's Gully Public School has the following school-wide expectations and rules:

To be respectful, responsible and resilient learners.

At the beginning of each year, each class develops their PAX Vision – what they want to SEE, HEAR, DO and FEEL in their respective classrooms. These visions are reviewed and updated each term.

PAX Visions are also collaboratively developed and displayed for all shared spaces.

Students are expected to;

- positively engage in learning,
- demonstrate respectful behaviours towards peers, staff and the community,
- behave in a manner that ensures the safety of themselves and others, and
- interact positively with others, in a manner that ensures everyone can enjoy a safe, welcoming, inclusive and learning focused school environment.

Staff are expected to;

- engage respectfully with students and the community, and
- actively support and implement school wellbeing and behavioural support programs and processes.

Parents, carers and families are expected to;

- support the school, working together with staff to achieve positive wellbeing outcomes for their children and other children at Martin's Gully Public School, and
- engage respectfully with students and staff.

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

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	You Can Do It	The 'You Can Do It' Program is a school-home-community approach to helping young people achieve to the best of their ability and experience positive social-emotional well-being. Teachers provide explicit lessons based on the five social-emotional capabilities or <u>Keys to Success</u> : Confidence, Persistence, Organisation, Confidence, Getting Along and Resilience.	All
Prevention	PAX Good Behaviour Game	PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	All
Prevention	Zones of Regulation	The Zones of Regulation provides an easy way for students to think and talk about how they feel on the inside and sorts emotions into four coloured zones, all of which are expected in life.	All
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
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.	All
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

Teaching and reinforcing positive behaviour

Martin's Gully Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG), You Can Do It and Zones of Regulation 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.

Planned responses to 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 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.

Action	When and how long	Who coordinates	How are these recorded
Minor Incidents Each class will use the Green Chart/Red Chart system (Appendix 1) to manage inappropriate classroom behaviour. Also see flow behaviour flow chart.	Class teacher to determine consequence eg stay in at recess or lunch for a certain amount of time (age plus a few minutes), move student to a different area in class, walk with teacher while on duty (class teacher has to do this -not another teacher on duty) Names and strokes should be removed at the end of each session Consequences need to be understood by students and followed through	Class teacher	Teachers enter into School Bytes

All teachers teach and reinforce class visions as well as PAX Quiet, PAX Hands and Feet, PAX Voices (Appendix 2)	Class teachers keep a dated record of all incidents that require attention Class teacher to inform parents via email or phone if concerned about escalating behaviours.	Class teacher	Teachers enter into School Bytes
Major Incidents Teacher-initiated withdrawal of a student from the main learning environment as a circuit breaking or de-escalation strategy. Use buddy classroom for minor incidents and for timeout. Withdrawal from the playground to an executive or office as either a circuit breaker or consequence for behaviours. Age/developmental level and disability are considered in the application of detention/reflection.	Students removed from playground at recess and lunch to undertake reflection (2nd half lunch) supervised by an executive (student must given time to eat recess/lunch and go to the toilet). Parents contacted by phone.	Class teacher and Assistant Principal	All incidents must be recorded in School Bytes
Severe Incidents Executive staff member needs to be informed immediately. Depending on severity of the incident, formal caution or suspension to be considered.	Refer to formal caution and suspension and meeting held with student and parents face to face.	Principal and/or Assistant Principal	All incidents must be recorded in School Bytes

Formal caution and suspension

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.

Action	When and how long	Who coordinates	How are these recorded
Formal Cautions A formal caution of suspension may be issued when behaviours of concern continue, or are of a severe nature, and the student is at risk of suspension. The purpose of the formal caution to suspend is to provide a circuit breaker for the student and family to understand the impact of their behaviour of concern and engage the student with positive behaviour supports. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend as there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated	The duration of a formal caution can be up to 50 days at the discretion of the Principal and Deputy Principal. Formal cautions do not remain valid into the next calendar year.	A formal caution may be issued by the Principal, or the Principal's delegate when they are absent.	School Bytes
Suspension Principals may use suspension as a behaviour management response when appropriate alternative behaviour support	The maximum duration of suspension is 5 consecutive school days (K-2) and 10 consecutive school days (3-6).	A suspension may be issued by the Principal, or the Principal's	School Bytes

measures have been implemented or attempted, and they believe that a student's behaviour/s of concern causes actual harm to any person or poses an unacceptable risk to the health and safety, learning, and/or wellbeing of any person. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend as there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.	In exceptional circumstances, the DEL may approve extension to the suspension. The maximum number of days suspended in a calendar year is 30 (K-2) and 45 (3-6).	delegate when they are absent.	
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Roles in supporting a suspension

Principal (or their delegate in the Principal's absence)

- Issue the suspension.
- Communicate the fact that a suspension has been issued, and the reasons to the student, family and to the Class Teacher, Assistant Principal, School Counsellor and Learning Support Teacher.
- Issue formal advice to the family.
- Liaise with Director, Educational Leadership as required.
- Determine which school staff should attend the 'return to school planning meeting' and plan the meeting.
- Convene the 'return to school planning meeting'.

Classroom Teacher and Diverse Learning Teacher

- Contact the family early in the suspension period to check-in with the student and offer assistance in accessing and completing the home learning program. Provide alternative paperwork where the student is unable to access the online learning program. Check-in on the student's wellbeing.
- Liaise with the family, Diverse Learning Teacher, Assistant Principal to ensure relevant support plans are in place to support the student with regards to the behaviours of concern.

Monitor the student's reintegration and regularly review plans, ensuring that the student is known, valued and cared for.

- Ensure the student's reengagement remains on the agenda of the Wellbeing Review Meeting for a period of at least 10 weeks.
- Ensure the home learning program is appropriate to the individual needs of the student.

- Provide avenues for the student to contact the Diverse Learning Teacher during the course of the suspension. In the case of longer suspensions (5-10 days), contact the student to offer learning support every 2-3 days.
- Liaise with the Principal to plan the student's return to school.
- Participate in the return to school planning meeting.
- Document agreed outcomes from the return to school planning meeting, creating a record of the meeting and ensuring this is attached to the student's School Bytes Record (attached to the incident).
- Ensure all relevant staff (considering RFF, casual and duty staff) are aware of updated or newly created plans for the student.

Anti-bullying & anti-racism

Schools should be safe places for everyone – students, staff, families and members of the wider community. Schools and their communities should work together to provide quality learning environments which are friendly, inclusive, safe and supportive. Everyone has the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Bullying can take many forms, including;

- Physical – including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings or throwing objects at someone.
- Verbal – name calling, making offensive remarks, taunting, teasing and put-downs.
- Indirect social/psychological - spreading rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.
- Cyberbullying – verbal and indirect social/psychological bullying through the use of technology such as emails, blogs, online gaming platforms, websites, mobile phones, including;
 - the sending of abusive texts or emails
 - taking or sharing unflattering or private images of others
 - posting unkind messages or inappropriate images on social networking sites
 - excluding individuals from online chats or other communication
 - assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others

Importantly, bullying is distinct from interpersonal conflicts or 'rough play'. While disagreement, teasing and conflict are part of growing up, bullying is an extreme form of repeated conflict and can be harmful both physically and psychologically.

Racism

Racist bullying occurs when someone is belittled, mocked, intimidated, vilified or shamed because of their:

- physical appearance
- ethnic background
- religious or cultural practices

- the way they talk or dress.

Racist bullying can range from casual but hurtful remarks, to deliberate physical and verbal attacks. It can include religious abuse and vilification.

Martin's Gully Public School and the Department of Education reject racism in all its forms. No student, employee, parent, caregiver or community member should experience racism within the school environment.

Martin's Gully Public School has a trained Anti-Racism Contact Officers who assist the executive to lead anti-racism education and address incidents of racism.

Prevention strategies

Martin's Gully Public School aims to establish a positive climate of respectful relationships and high expectations where bullying and racism is less likely to occur, through;

- explicit teaching and modelling of positive behaviours that reflect school expectations and core rules
- annual anti-bullying education in all year levels
- annual anti-racism education in all year levels
- educating students on the role of the bystander
- developing social and emotional strengths of students through implementation of the PAX and You Can Do It programs and Zones of Regulation

Intervention

Some students are identified as being at risk of bullying or developing long-term difficulties with social relationships. Some students are also identified as using bullying behaviour.

Where it is anticipated that a student may be at risk of becoming either a victim or perpetrator of bullying behaviour, the following measures will be taken:

- Referral to the Diverse Learning Team.
- Development of formal action plans of how to cope with difficult situations.

Response

Students are expected to report unacceptable behaviour and to behave as responsible bystanders. Behaviour occurring at school and outside of school (including online) where harm has been caused to someone in connection with staff, students or families of the school may be acted upon by the school.

Incidents of bullying or racism may be reported by students, witnesses, parents/carers or staff members. In the first instance, reports are referred to the class teacher. Class teachers and/or Assistant Principals look into the allegation and make a judgment based upon substantiated facts. Students may be interviewed and asked to provide written statements during this process. If the claim of bullying or racism is substantiated, the relevant Assistant Principal works with the class teacher and Principal to respond and monitor the situation. Consequences as outlined in this management plan may be applied. Relevant supports will be established for both victims and students engaging in bullying or racist behaviour, in consultation with families.

Whole School Student/Classroom Expectations

Every student can make a positive difference.

- We let others learn.
- We let teachers teach.
- We take pride in our learning and our school.
- We always be the best we can be and encourage others to do the same.
- We are supported and work hard.



Review dates

Last review date: Term 3, 2025

Next review date: Day 1, Term 2, 2026

Appendix 1 - Managing inappropriate student behaviour

In the Classroom:

*Note on the Red Card the following procedures:

- Step 1 – Warning + name on red card
- Step 2 – Name + 1 (one stroke)
- Step 3 – Name + 11 stokes (two strokes) **Teacher responsible for consequence eg in class sanction/reflection 5mins**
- Step 4 – Name + 111(three strokes) – School Bytes entry to record behaviour + reflection task at lunchtime
- Step 5 – Name + 1111(four strokes) – Send student to Principal
- Teacher will phone or email parents when School Bytes Entry is given. Executive to phone or contact parent if behaviour continues or if it is a severe incident
- Executive to impose consequence

School Bytes entry notifiable offences are listed on the attached appendix. Severe incidents will automatically be reported to the Assistant Principal or Principal.

Consequences for 2 strokes on the “Red” Chart

1. Isolate student in class
2. Move student from their seat or area
3. Walk with Teacher in break
4. Time out next break with Classroom Teacher
5. Rearrange whole class seating
6. Speak to student in private about behaviour and what will happen if they continue
7. Unfinished work to be completed during breaks in their time
8. Withdrawal from other activities
9. Isolation from friendship group
10. 5 mins in next break to stay in
11. Discuss what they can do to stay out of red chart
12. Time out desk
13. Remove from area and reflect on their behaviour
14. Discuss how their behaviours are affecting other people
15. Reflect on behaviour then write a positive way to counteract the negative behaviour
16. Locate negative behaviours on chart and discuss

In the Playground:

The duty teachers will:

- Step 1 - Provide a warning
- Step 2 - Have students accompany them on duty or remove from play to sit in supervised area if first warning is ignored, record in School Bytes
- Step 3 – Third warning or a major incident to be recorded in School Bytes and sent to Executive to follow up
- Contact parent if behaviour continues
- Serious incidents are sent to Assistant Principal or Principal

- *Names and strokes should be removed at the end of each session**
- *Consequences need to be understood by students and followed through**
- *Class teachers keep a dated record of all incidents that require attention**

Appendix 2 – Using PAX to create a peaceful and nurturing classroom that supports learning.

There are 10 PAX “Kernels” that are taught and reinforced to support a specific action or outcome. Some are planning strategies and others are the tools or games to teach self regulation.

Vision - the class culture

- A collaborative process between teachers and students to ‘get them on the same page’.
- Clear, actionable, measurable, and specific.
- Increases students’ psychological safety and flexibility

PAX Hands and Feet

- Linking Hands and Feet to the Vision gives all behaviours a sense of purpose
- Set a clear expectation that can be easily rewarded on their own or as part of other games.
- This limits problematic behaviour by setting predictable measures for each student

PAX Quiet

- A universal tool for attention
- Trauma informed
- Prompts rapid response without coercion
- Reduces negative behaviour and language between peers
- Promotes students’ development of self-regulation

PAX Voices

- Anticipates that noise levels might rise, and sets the expectation early
- Supports fairness and consistency
- Supports co-regulation between teacher and students
- Increases psychological safety and flexibility

OK/Not OK

- Provides immediate non-verbal feedback that makes the student assess their own actions
- Doesn’t escalate the activity or the attention
- Reinforces student safety while learning
- Reinforces prosocial behaviour
- Adds to data outcomes

PAX Promise – I’m a PAX leader

- Being nominated as a PAX Leader or self-nominating through their actions allows students to identify prosocial behaviours
- Helps increase psychological flexibility
- Promotes teamwork
- Promotes self-reflection

Appendix 3 – Using PAX for rewards.

Beat the timer

- Strategy to reduce the amount of time it takes to complete a task
- Reflects the energy inherent in computer games eg Collect the gems before the cave door shuts
- Limits problematic behaviours during a point in time and after the lesson – as the time boundary was clearly set

PAX Stix

- Promotes trust and predictability between teacher and students
- Creates a climate of fairness
- Encourages peer relationships and support
- Applies the 'brake' to overly active and distractible students teaching self-regulation
- Applies the 'accelerator' to quiet, shy students

Granny's wacky prizes

- Help celebrate and reinforce self-regulation
- Avoid problematic behaviour
- Promotes Brain-Derived Neurotrophic Factor (BDNF) that aids learning
- Strongly reinforces prosocial behaviour
- Builds teacher/student trust

PAX Tootle notes

- It's the opposite of a tattler
- Creates a nurturing environment
- Recognises and reinforces accomplishments
- Strongly reinforces prosocial behaviour
- Helps every student be known, valued and cared for

Appendix 4 – Levels for inappropriate behaviour

MINOR INCIDENTS	MAJOR INCIDENTS	SEVERE INCIDENTS
• Taking of hats • Wandering around the room • Excluding others from games or being friends • Disobedience • Spreading rumours • Name calling • Tormenting others • Teasing others • Putting others down • Refusing to walk in class lines • Squabbling • Interfering in other children's disputes • Pushing others • Tripping others over • Using objects to annoy or distract others • Coming to lines late • Littering • Throwing food • Being out of bounds • Climbing trees • Climbing or shaking soccer posts • Playing in the toilets • Running on the concrete • Being in the classroom or corridor without a teacher	• Leaving the room without permission • Being rude to staff, parents or visitors • Refusing to follow teacher's instructions • Continued disobedience • Dacking/pulling clothes down • Harassing or disrupting others • Making fun of someone's appearance • Calling someone racist names • Swearing at others • Using a computer or mobile phone inappropriately • Threatening students • Making rude or threatening gestures • Yelling out in class which causes a disruption • Verbally abusing others • Stealing • Encouraging fights • Hitting • Intentionally tearing another child's clothes • Throwing sand, rocks, or sticks at others • Biting • Damaging property belonging to school or others • Putting graffiti on school property • Aggressive behaviour • Leaving school grounds without permission • Hiding and not attending class • Spitting • Leaving playground without permission	• Continued persistent behaviour that deliberately interferes with the rights of other students to learn or teachers to teach • Vandalism to school and or personal property • Abusive swearing • Sexual harassment • Emotional abuse • Smoking • Physical violence resulting in pain or injury, or serious interference with the safety and well being of other students, staff or other persons including: -Punching -Hitting -Kicking -Throwing objects at others -Biting/assaulting/broken skin -Using weapons -Using an implement as a weapon • In possession of a firearm, or prohibited weapon • Using or in possession of a suspected illegal substance • Climbing on the roof • Serious threats to students, staff or visitors • Intentionally and repeatedly leaving school grounds

Appendix 5 - Bullying Response Flowchart

The following flowchart explains the actions Martin's Gully 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.

