



MARTON PUBLIC SCHOOL

School Behaviour Support & Management Plan

Rationale

Marton Public School endeavours to promote, for all students and staff, a healthy, safe, ordered, supportive, secure and caring environment that provides optimal teaching and learning. Marton Public School appreciates its diverse student and parent population and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in ensuring positive wellbeing of our students and engaging all students in their academic learning. The school places an emphasis on 100% attendance and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up. Our attendance team meets regularly during the school term to analyse attendance data. Our school supports all efforts within the community to address the personal, social, and academic needs of students.

It includes procedures and practices for:

- Care & Supervision of Students – Hours, times & general playground procedures
- Sun Safety
- Teaching our Core Values Platform
- Student Behaviour
- Practices to Recognise and Reinforce Student Achievement
- Playground Care and Supervision
- Wet Weather Supervision
- Rules for Safe Travel on the Bus

In line with the Wellbeing Framework for Schools, intervention used by schools to address or address behaviours of concern will be fair, equitable and inclusive, consider the diverse wellbeing needs of students, including reasonable adjustments for those with a disability, and create a safe and respectful physical and emotional school environment. Student Wellbeing incorporates strategies for Anti-Bullying, Anti-Racism, Attendance, Student Leadership, Equity Programs, Uniforms, Child Protection, Drug Education, Sun Safety, Road Safety and Learning Support and Curriculum Access.

Aims

To provide a positive, happy, and safe learning environment in which all staff:

- assume responsibility for student wellbeing and welfare;
- support and promote positive and respectful student behaviour through an evidence-informed positive behaviour support approach
- are confident, skilled and proactive in the management of student wellbeing and welfare issues;
- endeavour to provide successful experiences for all children;
- provide learning opportunities that are inclusive, safe and secure, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation
- provide a supportive environment where all children feel safe, and where a sense of belonging and wellbeing are strengthened; and
- understand communication processes and protocols to ensure the effectiveness of student support.

To provide a positive, happy and safe learning environment in which all students:

- are supported to participate positively and engage in their learning;
- are supported to demonstrate positive, safe and respectful behaviour that will contribute to an inclusive and safe school learning environment, consistent with their responsibilities under the Work Health and Safety (WHS) policy;
- have the opportunity to self-advocate as active participants in their own learning and wellbeing;
- are encouraged to feel connected and use their social and emotional skills to be respectful, resilient and safe learners in line with the Behaviour code for students;
- develop positive social behaviours and problem-solving skills.

Implementation of Social, Emotional and Wellbeing Programs

Student Wellbeing is a shared responsibility between school, home and the community.

The school will endeavour to implement and maintain programs such as:

- Student Representative Council (SRC)
- Eco-Warriors
- Technology Team
- Library Monitors
- Student Awards
- Levels Systems
- Anti-Bullying
- You Can Sit With Me (YCSWM) playground initiative
- Walk for Respectful Relationship (White Ribbon)
- Peer Support
- Child Protection
- Drug Education
- Kindergarten Orientation & Transition
- Year 6 Transition to High School programs
- Peer Buddy Systems
- Stage 3 Leadership Program
- Positive Behaviour for Learning (PBL) implementation from 2024

The school will provide the following support structures:

- School Counselling Service
- Learning Support Team (LST)
- Learning and Support Teacher (LaST)
- Anti-Racism Contact Officer (ARCO)
- An identified 'adult'/teacher as a mentor
- Social and Emotional Support groups for targeted students

The school will also access outside services, as necessary, to provide support for students and staff which may include:

- Staff from the Team Around a School, such as the Learning and Wellbeing Officer and Assistant Principal Learning and Support
- Engadine Community Health Centre
- Child Wellbeing Unit (CWU), Department of Communities and Justice.
- Youth Police Liaison Officer
- Employee Assistance Program (EAP)

- The school will endeavour to cater for children identified with specific learning and support needs by creating support groups, developing appropriate individual plans and programs, monitoring performance and behaviour, and providing ongoing support.

- We will partner with parents/carers in developing and implementing student behaviour management strategies by having shared agency in developing Personalised Learning Pathways (for Aboriginal and Torres Strait Islander students), Personalised Learning and Support Plans, Behaviour Support Plans and Risk Management Plans.

Processes

- This plan is reviewed annually to ensure relevance. Once the review is complete, the plan is revised with staff during staff development day or an administration meeting.
- There is a PBL display in the staffroom with expectations, flowchart and the focus of the week displayed.
- PBL expectations matrix is displayed in classrooms.
- PBL behaviour response flowchart is displayed in classrooms.
- PBL expectations matrix and behaviour response flowchart is included in casual folders for induction.
- PBL is discussed at Meet the Teacher each year and implementation updates will be included in the School Newsletter.

Promoting Positive Student Behaviour

Our core values are:

- Safe
- Respectful
- Learners

From 2024, Positive Behaviour for Learning is being implemented as a whole-school framework that promotes positive behaviour across the school and helps schools develop safe and supportive learning environments. At Marton Public School, all students are explicitly taught the expected behaviours, and clear and consistent boundaries are established. We have a fortnightly lesson that explicitly teaches a focus value and behaviour expectation, and staff provide timely, fast and frequent feedback to support the recognition and reinforcement of student positive behaviours and expectations. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

Whole School Approach Across the Care Continuum

We support all students through our partnerships and across the Care Continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Zones of Regulation	<p>The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.</p> <p>The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel and states of alertness we experience into four concrete-coloured zones. Students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honouring and respecting each student and their unique self.</p> <p>The Zones of Regulation curriculum incorporates numerous visual prompts to support students in identifying their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.</p>	Whole School
Prevention	Teacher mentors	<p>Every student identifies two staff members they can trust. Staff are aware of the students who nominated them as someone they can trust across the school. Staff check in with these students regularly, offering them a safe space/time to visit them, checking in on them during playground duties, lunch times, mornings before school. Teaching staff also have a list of who the students in their class nominated and will refer to that teacher for advice/support when needed. Students can be sent to their mentor teacher when the class teacher feels they need some support.</p>	Whole School
Prevention	Social Emotional Awareness groups	<p>The Social emotional groups, a withdrawal group supported by a trained breathing coach, which aligns to the Personal and Social Capabilities elements, is implemented through weekly groups. The program works students building social skills and emotional health, encouraging a transference of skills from the classroom to the</p>	Whole School

		playground. The groups focus on skills such as resilience, mindfulness, self-awareness, and create opportunities for students from different grades to build friendships and support networks.	
Prevention	Gotcha4Life	We proudly implement the Gotcha4Life program as part of our commitment to student wellbeing and emotional resilience. Through age-appropriate activities, discussions, and resources, we help students from Kindergarten to Year 6 develop strong connections, emotional literacy, and the confidence to speak up and support each other. With a focus on building a "village" of trusted relationships, we create a safe and supportive environment where every child feels seen, heard, and valued. Gotcha4Life aligns perfectly with our values, promoting kindness, empathy, and mental fitness from an early age.	Whole school – students, staff and community,
Prevention	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	Staff Aboriginal and Torres Strait Islander students and families and community members
Prevention	Buddies	As part of our Kindergarten Orientation program, children are assigned a senior student to be their Buddy. The senior students will meet and get to know their Buddy when they commence Kindergarten and are a good support for Kindergarten students throughout their first year at school. Senior students model school values, rules and expectations, helping Kindergarten students feel a sense of belonging.	Kindergarten / Stage 3 students
Prevention	Tell Them From Me / Student Voice	Our students in Years 4-6 complete the Tell Them From Me survey twice a year. This survey provides staff with vital information in regards to students' social-emotional wellbeing, such as, if they feel a positive sense of belonging, have positive peer / teacher relationships, and whether they perceive that they get in trouble for disruptive or inappropriate behaviour at school. Other areas reported on are percentages of students who are subject to bullying, if they know who to turn to if they are experiencing bullying, advocacy at school and if students understand that there are clear rules and expectations for classroom behaviour. Parents and staff are also invited to participate in the Tell Them From Me survey once a year. All data is used by the executive to make change and support students in the areas flagged.	Years 4-6 students Staff Parents
Prevention	Trauma Informed Practice	Teachers are trained in Trauma Informed Practice to improve learning outcomes and wellbeing. Childhood trauma causes and their impact is understood so that staff can assist impacted students.	Staff
Prevention	Actions/ Values Explicit Teaching	Explicit teaching of the school values and specific skills including behaviour expectations and social skills are taught by classroom teachers and staff in the playground and other settings, such as assemblies. At Marton PS our staff demonstrate two full weeks of explicit teaching / lessons at the start of the year that set our students up for success in demonstrating school expectations and values.	
Prevention	Extra Curricular	Our school offers many and varied extra-curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Examples are: chess, dance, choir, debating, public speaking, band, tech team club, ECO warriors, Library club etc.	Whole school
Early Intervention	School Psychologist	Our school psychologist provides a counselling service to individuals or groups of students on a weekly basis. Students are referred to the	Whole school

		school psychologist through the Learning and Support Team, or directly through parents. The school psychologist is available on Mondays.	
Early Intervention	PBL Tier 1	PBL Tier 1 schoolwide and classroom systems of support brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children.	Whole school
Early Intervention	Classroom Traffic Light System	The ClassroomTraffic Lights is a visual behavioural prompt that reinforces positive behaviour in the classroom. It serves as a visual reminder to demonstrate prosocial behaviours necessary for learning in the classroom, and provides students with the opportunity to correct their behaviour.	Whole school
Early Intervention	Buddies	When appropriate, students with specific needs will be allocated to a Year 6 buddy that is a particularly good role model that will best suit the needs of their buddy	Staff, particular students
Targeted intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to revise and reteach the concepts of the zones to small groups of students or individual students who need support to regulate their emotions or behaviour. Teachers refer to classroom posters as a guide for students and may reteach building skills in emotional and sensory regulation, executive functioning, and social cognition to small groups as required.	Staff, small groups of students
Targeted intervention	Lunchtime Clubs	Students voluntarily participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers.	SLSO's, specific student groups
Targeted intervention	PBL Tier 2	PBL Tier 2 intervention includes mentoring and reteaching positive behaviours to a small group of students and/or students with additional needs, who have difficulty choosing appropriate behaviour. This aims to reduce the occurrences of inappropriate behaviour before it becomes chronic, encourages positive behaviour and teaches social-emotional skills.	PBL team, specific student groups, teachers
Targeted intervention	Reflection Process	Students attend a Reflection Group session following conflict that has arisen in the classroom or on the playground. The Reflection Group session implements strategies to restore positive relationships and solve interpersonal issues. Reflective practices include problem-solving conversations and separating the behaviour from the person.	Executive, specific student groups
Targeted intervention	Learning and Support	The Learning and Support team work shoulder to shoulder with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include, instructional leadership, development of risk assessments and behaviour support plans, and the development of short- and long-term goals.	Student groups, families, staff
Targeted intervention	Police Youth Liaison Officers	Discussion sessions about specific areas of need- Social Media/ Cyber Safety. This discussion is targeted to Stage 3 students.	Teachers, specific student groups
Individual intervention	Zones of Regulation	The Zones of Regulation framework is used in the classroom and playground settings to explicitly reteach the concepts of the zones to individual students School Behaviour Support and Management Plan who need one-on-one support to regulate their emotions or behaviour. Teachers provide students with visual aids such as personal zones 'flip-charts' for their pencil case or pocket to help them identify and communicate the emotion and zone they are	Individual students, staff

		experiencing. Staff support may include discussing and reflecting on the zone, practising calm-down techniques, short breaks to reset, a positive sensory activity or SLSO support.	
Individual Intervention	Support from Delivery Support Team members	For example, Out of Home Care teacher, Assistant Principal Learning and Support, Behaviour Specialists and external agencies such as paediatricians or psychologists. The Delivery Support Team works in conjunction with the Learning and Support Team to: <ul style="list-style-type: none"> • develop appropriate behaviour expectations and strategies with other staff members • monitor the impact of support for individual students through continuous data collection • provide consistent strategies and adjustments outlined within an individual student support plan 	Individual students, staff, delivery support team, learning support team
Individual Intervention	Functional Behaviour Assessment	Staff will conduct a functional behaviour assessment and identify the function of behaviour as required to implement appropriate interventions.	Individual students, staff
Individual Intervention	Risk Management	As part of a PLaSP, the Learning and Support Teacher works directly with the parents, principal and classroom teacher, to devise a risk management plan to increase student safety and maximise student engagement in learning.	LaST, Principal, Teacher, Parents
Individual Intervention	Health Care Plans	As part of a Health Care Plan, the SAM/SAO works in tandem with the Learning and Support Teacher to support the parents, principal and classroom teacher. Together they create a suitable Health Care Plan which ensures student safety and maximises the student's engagement in learning.	Administration, LaST, Principal, Teacher, Parents, allied health professionals
Individual Intervention	Check In/ reflection Cards	Students have a card/monitoring device that they refer to as a guide to how they are feeling/reacting to issues that may affect their behaviour. Classroom teachers check in with students' multiple times per day and coach students in how they could be reacting.	Individual students, class teachers, executive staff
Individual Intervention	School Psychologist	Based on LST and parent referrals, the School Psychologist will consult with individual students with high needs and create a specific advice and programs to ensure these students are given the best chance of success in their schooling	School Psychologist, LST, specific students
Individual Intervention	Lunchtime Clubs	Students are selected to participate in SLSO facilitated clubs at lunchtime and recess. SLSOs offer a variety of supervised activities including small world imaginative play, expressive arts and creative groups, problem solving, puzzles and board games. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers. Individual students may be selected after referral to the Learning Support Team, and in consultation with families, to specifically target the positive development of social skills and emotional regulation.	SLSO's, individual students, executive staff, LaST, Learning Support Team
Individual Intervention	Learning and Support	Students with specific needs and funding will have PLaSPs created that focus on their individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan	LST, individual students, SLSO's classroom teachers, Executive
Individual Intervention	Restorative Sessions	After repeated interventions, students requiring intensive support will spend time in the Reflection Space. Here they will reflect on their behaviour and discuss with a member of the executive how they could make adjustments to how they interact with others and how they respond to incidents. Students will leave with a plan on how to best handle future incidents	Executive, specific students

Values shape attitudes to the changing circumstances, events and issues encountered in daily life. While values are learnt predominantly in the home and modified through relationships and life experiences, parents and the community have high expectations about commonly held values also being taught in schools. At Marton Public School, our core values influence how people communicate, work together and make decisions. They underpin all the policies, procedures and practices of our school.

Some of these broad goals for Marton Public School include:

- To be safe, respectful learners
- Love of learning
- High expectations
- Care and respect for self and others
- Care and respect for families and communities.
- Respect for work
- Fairness and social justice
- Pursuit of excellence
- Being active citizens of Australia and the world
- Appreciating Australia's history and multicultural society
- Schooling is about the future
- Be compassionate towards others in need
- Reject violence, harassment and negative forms of discrimination
- Support peaceful resolution of conflict

We will develop and instil our core values by empowering and encouraging all students to Connect, Succeed and Thrive by providing a range of opportunities and positive reinforcement including:

- Positive Reinforcement - through our merit system of bronze, silver, gold awards and banners at school assemblies
- BUGS (**B**eing **U**ltra **G**ood **S**tudents) as a fast and frequent feedback and reward system across the school
- Buddy Programs & Peer Support
- Leadership initiatives: SRC, Year 6 leadership opportunities, Year 6 leadership camp, Library Monitors, Technology Team
- Sporting activities, carnivals, gala days and workshops
- Community celebrations
- Anti-Bullying programs, Drug education, Child Protection, Sun Smart, Road Safety Education
- High Potential and Gifted Programs / University competitions / ICAS
- Wide range of CAPA experiences
- Public speaking and Debating
- Technology integration across Key Learning Areas
- ECO warriors' team

The school will comply with all privacy issues in accordance with current legislation and departmental requirements. **The Rights and Responsibilities of Students**

Students are responsible for being safe, respectful learners by:

- Applying themselves to learning.
- Behaving safely, considerately and responsibly, including when travelling to and from school.
- Attending school every day.
- Respecting teachers' rights to courtesy, fairness and respect.
- Respecting other individuals and their property.
- Showing courtesy, dignity and respect to other students and community members.
- Refraining from violence, discrimination, harassment, bullying or intimidation.
- Acting safely within the school and during all school activities.
- Peacefully resolving conflict utilising appropriate practices.
- Wearing the correct uniform.
- Complying with all school and classroom rules and expectations.

The Rights and Responsibilities of School Families/ Carers

Parents and carers will support their child to abide by the Behaviour Code for Students, resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the [School Community Charter](#). Parents and carers will be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

School Families/ Carers are responsible for encouraging students to be safe, respectful learners by:

- Work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning as consistent with the School Community Charter



- Understand the Behaviour Code for Students and the importance of maintaining high standards of behaviour to create a positive, safe, inclusive and respectful school environment
- Proactively engaging with the school to resolve concerns around behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the School Behaviour and Management Plan.
- Supporting student learning.
- Ensuring students attend school every day.
- Ensuring students arrive at school on time.
- Providing a school uniform for students to wear.
- Communicating with school staff regarding concerns with learning and/or discipline.
- Supporting the school and the teaching staff in the presence of their children.
- Supporting the school expectations, rules and the Student Wellbeing Policy.

The Rights and Responsibilities of School Teachers

All teachers are responsible for promoting and encouraging students to be safe, respectful learners by:

- Demonstrating professionalism and commitment to teaching.
- Developing and maintaining effective classroom management practices.
- Modelling and explicitly teaching desired student behaviours.
- Encouraging students to attend school every day.
- Promoting the wearing of school uniforms.
- Respecting students' rights to courtesy, fairness and respect.
- Utilising appropriate practices when conflict arises.
- Supporting other staff through frequent and clear communication.
- Preparing and implementing a behaviour plan, in consultation, for supporting children who persistently demonstrate undesirable behaviour in line with the Care Continuum's targeted support.
- Implementing the school's [Student Wellbeing Policy](#).
- Communication with parents and caregivers.

The Rights and Responsibilities of Assistant Principals

Assistant Principals are responsible for promoting and encouraging students to be safe, respectful learners by:

- Providing support for teachers in managing difficult, challenging and complex student behaviour.
- Modelling and explicitly teaching desired student behaviours.
- Assisting students to reflect on their own behaviour and the consequences for their actions.
- Determining and implementing appropriate consistent, fair and logical consequences for inappropriate student behaviour and ensuring procedural fairness.
- Monitoring the implementation of the Student Wellbeing Policy.
- Keeping a record of all incidents with which they have dealt.
- Communicating issues of student behaviour to staff.
- Liaising with parents and the community in regard to student behaviour.
- Supporting team in the preparation and implementation of student behaviour plan, in consultation with families and specialised stakeholders, for supporting children who persistently demonstrate undesirable behaviour in line with the Care Continuum's targeted support.

The Rights and Responsibilities of the Principal

The Principal is responsible for promoting and encouraging students to be safe, respectful learners by:

- Supporting all staff in the management of student behaviour.
- Managing major behaviour incidents.
- Modelling and communicating desired student behaviours.
- Monitoring the implementation of the Student Wellbeing Policy.
- Liaising with parents and the community in regard to student behaviour.
- Ensuring procedural fairness.

The Principal will be responsible for managing the following types of major behaviour incidents that involve referrals by supervising teachers, parents and carers interagency support/referrals and suspension of students:

- Serious fighting / violence / intimidation.
- Threats of serious violence.
- Aggressive behaviour causing interruption to classroom routines.
- Illegal activities.
- Child Protection.
- Vandalism.
- Bullying.
- Truancy.

The Rights and Responsibilities of the Learning Support team

Support teams will:

- Support principals and school staff to develop, implement, monitor and review the School Behaviour Support and Management Plan.



- Provide support for students requiring additional and targeted learning, wellbeing and behavioural supports across the curriculum considering specific student needs.
- Develop, in consultation, implement, monitor and review individual student support planning.
- Evaluate, in consultation, analyse and monitor student learning, wellbeing and behavioural data and communicate relevant student information to teachers for better classroom support.
- Organise and/or provide professional learning on behaviour support and management topics.

Excursions, Cultural Performances, School Activities (see separate excursion policy)

- Excursions, cultural performances and school activities are part of the enrichment program of the school, and children are encouraged to attend all such activities arranged by teachers. Full school uniform, unless otherwise stated, must be worn on these occasions.

- All students must abide by the school code whilst on excursions or representing the school. Parental permission is required for attendance at all of these events.

Care and Supervision of Students

The school operates between 9.05am – 3.05pm. Formal supervision is from 8.35am. Students are NOT given early marks at home time.

General Playground Procedures

- Duty teachers take first aid bags into the playground and wear hi-vis yellow vest.
- Teachers arrive to their duty on time and do not leave the playground until relieved by another teacher.
- We are Sun Smart, children without hats are to play under the hall COLA.
- No running on the asphalt unless in a training session.
- In an emergency (accident or behaviour), a child is to be sent with a Blue Card to the office. Staff do not leave the playground unsupervised.
- An accident report must be completed for all serious accidents and the incident hotline phoned.
- The riding of bikes and scooters to and from is permitted once parent and student licence forms are signed and completed, however students must walk their bike and scooter within school grounds.
- Students are to play with the equipment provided by the school on the playground.
- The only item to be brought from home are handballs, no other sports equipment or toys.

Players' Code of Conduct in Sport

The school is involved in inter-school sport (PSSA) and a variety of sports activities. Any student representing the school is expected to do so in a manner that will be a credit to themselves and the school. All participants in sports activities must abide by the Players' Code of Conduct.

- Play for the fun of it.
- Work equally hard for yourself and your team.
- Be a good sport and encourage your fellow team members.
- Compete by the rules and always abide by the referee/umpire or touch judge decisions.
- Show respect and demonstrate positive behaviour whilst on and off the playing field and make no criticism either by word or gesture.
- Whilst on the sidelines do not touch any sporting equipment. Sit and support your participating school mates.
- Be modest in success and generous in defeat (ie. don't show off when successful or be a bad sport when defeated).

School Uniform

- The wearing of school uniform is strongly encouraged at Marton Public School as per the guidelines of the School Uniform Policy. If a student is not able to wear the school uniform due to unforeseen circumstances, a note should be written to the class teacher explaining the reason.
- The wearing of school hats is compulsory.
- Jewellery is not to be worn to school, except watches, sleeper earrings or studs, if children have pierced ears.
- Watches which have WIFI must be signed in at the office for the day (see mobile phone policy)

Prohibition of Drugs and Weapons

- Students are prohibited from smoking, consuming alcohol or using illegal drugs within the school premises, while engaged in teacher-organised activities outside the school or going to and from school.
- Possession of certain weapons is a criminal offence under the provisions of the Prohibited Weapons Act, 1989. Police will be contacted if drugs or weapons are suspected.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

School Expectations & Prevention

We have 3 School Expectations, we are **Safe, Respectful Learners**. These are positively phrased in student friendly language to support the explicit instruction and teaching of expected behaviour in each context of the school. Children are encouraged to follow these expectations through the universal behaviour support strategy of defining, explicit teaching of, reinforcing for and providing feedback on positive behaviour. In line with the Care Continuum, our focus is prevention through proactive approaches aimed at establishing and maintaining safe, respectful learning environments for all students.

The expected behaviours are explicitly taught with a focus per fortnight to ensure students have a consistent understanding of the expectations and what these look, feel and sound like. These expectations are consistently implemented by all staff across the school. Once all the expectations have been implemented, our PBL team will analyse the Sentral wellbeing data to inform us of the school-needs to inform the lesson focuses moving forward to ensure they are responsive and proactive.

There is a supporting framework and flowchart of support for responding to unacceptable behaviour in line with the Care Continuum early intervention outlining the initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Our early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Marton Public School PBL Matrix

Whole School Universals

We are SAFE. We:	We are RESPECTFUL. We:	We are LEARNERS. We:
<ul style="list-style-type: none"> Be in the right place at the right time Keep hands, feet, body and objects to self Use equipment and resources correctly Move around safely Are Sun Smart 	<ul style="list-style-type: none"> Listen and follow instructions Use positive and appropriate language Take responsibility for our own actions Respect others by listening to their point of view even if we don't agree Manage our own equipment and belongings 	<ul style="list-style-type: none"> Have a growth mindset Do our personal best Cooperate and collaborate Be an active participant Be a problem solver

Classroom/ Indoor Spaces

Area	We are SAFE. We:	We are RESPECTFUL. We:	We are LEARNERS. We:
Classroom	<ul style="list-style-type: none"> Use technology safely Ask permission to leave the room 	<ul style="list-style-type: none"> Actively listening to others Manage our own equipment and belongings 	<ul style="list-style-type: none"> Share ideas Attempt all tasks Ask for help if needed Provide constructive feedback to each other
Library	<ul style="list-style-type: none"> Wait quietly on the ramp before entering 	<ul style="list-style-type: none"> Return books and equipment to the assigned area Keep the library food and drink free 	<ul style="list-style-type: none"> Return books on time Borrow books regularly
Front Office	<ul style="list-style-type: none"> Line up to wait our turn 	<ul style="list-style-type: none"> Wait patiently for the office staff 	<ul style="list-style-type: none"> Drop off our smart devices before school starts Drop off and collect our own smart device
The Hall	<ul style="list-style-type: none"> Enter and leave quietly and safely Stay out of the sports storeroom 	<ul style="list-style-type: none"> Clap appropriately Use appropriate noise level 	<ul style="list-style-type: none"> Celebrate others achievements
Entering/ Exiting the	<ul style="list-style-type: none"> Walk on the footpath Cross the road at the 	<ul style="list-style-type: none"> Act respectful to members of the community 	<ul style="list-style-type: none"> Follow road safety rules Only ride my bike once I

school	<p>pedestrian crossing</p> <ul style="list-style-type: none"> Walk bikes and scooters in through the bus gate and take them straight to the bike rack Wear a helmet properly when leaving the school Wait inside the school gates until instructed to leave the school grounds by an adult Wait at the office if our parents don't pick us up straight away 	<ul style="list-style-type: none"> Stay off bikes and scooters while on school grounds Use our own bike/ scooter/ helmet 	<p>have signed permission</p> <ul style="list-style-type: none"> Wait, watch and listen on the silver seats before the teacher is on duty or while waiting for car pick up
Toilets	<ul style="list-style-type: none"> Leave food, drinks and games outside 	<ul style="list-style-type: none"> Give people privacy Clean up our own mess Use toilet paper sensibly 	<ul style="list-style-type: none"> Follow hand washing hygiene Flush, unlock, wash and leave

Playground and Outdoor Spaces

Area	We are SAFE. We:	We are RESPECTFUL. We:	We are LEARNERS. We:
Playground Universal	<ul style="list-style-type: none"> Get a drink and go to the toilet when the music plays Are lined up with the class by the end of the music Share the space safely 	<ul style="list-style-type: none"> Pack up equipment after we have used it Encourage others to join in We keep grass areas food free 	<ul style="list-style-type: none"> Follow the rules of a game Take turns and share Make sure there is a teacher on duty
Bottom Football Oval	<ul style="list-style-type: none"> Use school sports equipment properly Wait until the teacher on duty arrives to enter the bottom oval 	<ul style="list-style-type: none"> Encourage others to join in Accept when areas are closed Play in fair teams 	<ul style="list-style-type: none"> Create and play by an agreed set of rules
Synthetic Grass	<ul style="list-style-type: none"> Play soccer on a field Use school sports equipment properly 	<ul style="list-style-type: none"> Establish the rules before we play 	<ul style="list-style-type: none"> Create and play by an agreed set of rules Pack equipment away
Sand Pit	<ul style="list-style-type: none"> Keep the sand in the sand pit Keep the sand pit free from water Cover the sand pit when break times are finished Only using sand pit toys in the sand pit Keep shoes on 	<ul style="list-style-type: none"> Share the space and sand toys with others Keep the sand pit rubbish free Sit in the sandpit to play with the sand 	<ul style="list-style-type: none"> Empty sand from shoes when we hear the music
Play Equipment Areas	<ul style="list-style-type: none"> Play safely on the equipment Only play cricket in the cricket nets 	<ul style="list-style-type: none"> Share the equipment with others 	
Treasure Island	<ul style="list-style-type: none"> Sit on the recliner chairs and the red seats Run only on the running track 	<ul style="list-style-type: none"> Pack away all the equipment when we are finished and at the end of lunch Keep out of the gardens Play with the school toys 	<ul style="list-style-type: none"> Create and play by an agreed set of rules Share the toys Include others
Quiet Play Area	<ul style="list-style-type: none"> Use the games safely 	<ul style="list-style-type: none"> Share the games with others 	<ul style="list-style-type: none"> Pack games away
Asphalt	<ul style="list-style-type: none"> Walk on the asphalt 	<ul style="list-style-type: none"> Keep our bodies off the 	<ul style="list-style-type: none"> Pack equipment away

	<ul style="list-style-type: none"> • Use equipment correctly • Sit on the sandstone blocks 	plants	
Canteen	<ul style="list-style-type: none"> • Stay in areas supervised by a teacher • Leave immediately, after we have been served 	<ul style="list-style-type: none"> • Wait patiently in line 	<ul style="list-style-type: none"> • Have our money ready

These expectations are displayed in all classrooms and learning areas and referred to where necessary. Each classroom has also developed classroom context specific PBL expectations, unpacking the classroom expectations in language that is student friendly and co-designed with the class. Individual classroom rewards are aligned with these established expectations, in all classes, with the involvement of students, in the first weeks of the school year.

Marton Public School Awards

BUGS = Being Ultra Good

- These are awarded to students in the class and on the playground for displaying our Strive for Five Values.
- 10 BUGS = 1 Principal Bug Bronze Award.

Bronze Awards

- These are awarded at assembly and are chosen by classroom teachers.
- These can also be collected by receiving and sending into school 10 BUGS.
- 3 Bronze = 1 Silver Award.

Silver Awards

- These are awarded at assembly and are received for collecting and sending into the school office, 3 Bronze Awards.
- 3 Silver = 1 Gold Award

Gold Awards

- These are awarded at assembly and are received for collecting and sending into the school office, 3 Silver Awards.
- 3 Gold = 1 School Banner



Strategies to Support Unacceptable Behaviour - Early and Targeted Interventions

Marton Public School follows a flowchart to respond to unacceptable behaviour. The continuum of response follows: Prompt, Praise, Redirect, Reteach, Choice, Consequence and Conference. When a student displays low-level and infrequent undesirable behaviour, corrective feedback is provided with the intention of getting students back on track without the need for further consequences. This feedback is provided calmly and respectfully.

Many low-level inappropriate behaviours can be managed by minimal teacher prompts such as body language and proximity. Another strategy is parallel praise, recognising the desired behaviour of another student, acknowledging the behaviour expectations. When inappropriate behaviours continue despite initial prompting, teachers will redirect student behaviour and reteach the expected behaviour where necessary, referring back to the school-wide expectations of being Safe, Respectful Learners. When students continue to not follow school expectations, the teacher will provide a choice between two tasks, both of which are still acceptable to the teacher, with the intention of supporting the student to make a positive choice in line with school expectations. Should a student still continue to display inappropriate behaviour, a consequence may be issued and the teacher will need to spend time conferencing with the student. During the conference, the teacher will restate the behaviour and expectation, explain the rationale for that behaviour, provide opportunity to practice the expected behaviour for next time and provide prompts where necessary, ask the student how they can help them achieve this next time and achieve student commitment to strive towards the expected behaviour.

Teacher Responsibilities:

- Discuss and develop, then revise the class, school and playground Expectations with your class at the beginning of each Term and when necessary.
- Keep a record of Bronze/Silver/Gold Award winners
- Display classroom expectations, school-wide behaviour matrix and behaviour response flowchart in a prominent position in your classroom.
- Manage minor behaviours, as outlined in the Student Behaviour Management Flow Chart.
- Be totally familiar with and adhere to the procedures described in this document and all DoE child protection procedures.
- Follow the behaviour response flowchart for responding to unacceptable behaviour.
- Active supervision in the classroom and on the playground.
- Monitor classroom behaviour and document any incidents of inappropriate behaviour and notify relevant staff through the tagging system.
- Discuss students causing concern with your Stage Supervisor
- Implement strategies to support positive behaviour and provide fast and frequent feedback, e.g. whole class positive behaviour reward charts that align with whole-school behaviour expectations.
- Follow up behaviours with families and carers e.g. conversation / interview with parents / carers.
- Develop, in consultation, and implement Individual Behaviour Management Plans and Risk Management Plans etc.
- Communicate all concerns with parents.
- After the above actions have been followed, complete a Learning Support Team (LST) Referral. For more immediate and serious concerns a LST referral complete can be made at any time.

Stage / Grade Leaders Responsibilities:

- Consistently follow the Marton Public School 'Student Wellbeing Policy'.
- Consistently follow the School Behaviour and Management Plan.
- Support stage team to develop classroom expectations and rewards systems to support expected behaviours.
- Ensure all team members follow the steps in the behaviour response flowchart classroom – set the ultimate example.
- Be familiar with and implement all child protection procedures.
- Ensure team members monitor classroom behaviour, document any incidents of inappropriate behaviour and keep record of behaviour.
- Support team to engage in conversations with parents/ carers surrounding student behaviour and communicating concerns.
- Discuss with team members any student causing ongoing concern and negotiate an individual plan of action to be implemented.
- Support the implementation of positive behaviour strategies e.g. interview with parents, classroom and individual rewards systems, an on task timecard, and identified behaviour goals etc.
- Record, track and monitor all behaviour concerns within the stage.
- Support and where appropriate coordinate parent interviews and be available to support team members.

- Complete and monitor all necessary documentation and letters to parents following the “Student Wellbeing Policy”
- Maintain all relevant documentation
- Support and encourage the team to follow the steps on the behaviour response flowchart in the classroom and on the playground and “Playground Care and Supervision” when on duty and follow the playground.
- Ensure your team members follow up all playground concerns and if necessary record incidents that require a consequence on Sentral, alerting necessary staff.
- Be involved in the reflection process. Follow up all areas of concern, feedback to your team members, as well as parents and caregivers.

Principal Responsibilities:

- Monitoring the implementation of the Student Wellbeing Policy.
- Supporting all staff in the management of student behaviour.
- Managing major behaviour incidents.
- Support and encourage staff to follow the steps on the behaviour response flowchart.
- Modelling and communicating desired student behaviours.
- Liaising with parents and the community in regard to major student behaviour.

Should unacceptable behaviour escalate, or major behaviour be displayed, the principal will manage this in line with the Suspension and Expulsion Policy.

PROHIBITIONS

- Weapons of any description must not be brought to school.
- Schools are places that must be absolutely free of illegal drugs. Students bringing such items to school will be suspended, with appropriate further action to follow.
- Alcohol, cigarettes and chewing gum are all banned from school.
- Correct footwear should always be worn. Thongs are not permitted.
- Electronic games and devices are all not permitted at school.
- “Bullrush” and “brandings” are not permitted at any time.
- “Superballs” should not be brought to school as they cannot be used in the playground.
- Cricket or softball bats must not be used (except under direct teacher supervision).

Detention and Reflection Processes:

- Will contain details of when and how long they will occur
- Reflection sheet completed by the student during a consultation discussion and given to class teacher
- The maximum length of time will be appropriate for the student’s age or developmental level
- Food and toilet breaks will be allowed
- The principal, executive teacher or authorised teacher to coordinate the students
- All sessions recorded in School Bytes

Time out strategies/procedures will only be used after:

- Positive and proactive behaviour management strategies must be employed before using time-out in all environments (using the Care Continuum)
- Behaviour expectations have been clearly outlined and communicated to students and parents through the [Behaviour code for students](#)
- We have reached out to education supports, such as the [Team Around a School](#) which provides an additional layer of support and specialist expertise for students with additional learning or wellbeing needs

Teacher-directed time-out:

This is a planned behaviour intervention implemented as part of a behaviour support plan. This prevents escalation and supports the teaching of appropriate behaviour and skills, such as self-regulation. Students are directed away from an educational activity or setting when they engage in behaviours of concern to stop these behaviours from being reinforced.

De-escalation strategies and teaching practices must always be tried first. Restorative conversations support students and should be added to the support plan. A behaviour support plan will outline explicit goals, explicit instruction of replacement behaviours, measures to check progress and personalised student feedback to support the development of replacement behaviours.

The space should always be:

- Within the classroom or nearby, where the student is supported
- Continually monitored by a teacher
- Short period of time only

It is not used to punish a student or occur in rooms which are locked in a way that prevents a student from leaving the space or where the student feels unable to leave.

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.

Marton PS 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, online behaviours, 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 with ample supporting evidence or on 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 age-appropriate social media, mobile devices and/or other technology involving another student or staff member.
- *

*Most social media services currently have a minimum age requirement of 13 for account holders. -eSafety Commissioner
20/12/24

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.

- **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 (major or critical).
- Corrective responses are recorded on School Bytes. These include:

Classroom	Non-classroom setting
· rule reminder	· rule reminder
· re-direct	· re-direct
· offer choice	· offer choice
· error correction	· error correction
· prompts	· prompts
· reteach	· reteach
· seat change	· play or playground re-direction
· stay in at break to discuss/ complete work	· walk with teacher
· conference	· reflection and restorative practices
· reflection and restorative practices	· communication with parent/carer.
· communication with parent/carer.	

Marton Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PBL and Zones of Regulation lessons, consisting 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 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	Early Intervention	Targeted/Individualised
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Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>PBL signage is strategically placed around the school to reiterate expected behaviours.</p> <p>Lessons explicitly taught.</p> <p>Students are acknowledged for meeting school-wide expectations.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Use School Staff Communication System to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> <p>Fast and Frequent reward systems are in place. BUGS are used to acknowledge and reward the school values and expectations.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/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.</p> <p>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> ● fast and frequent: BUGS ● significant and infrequent: Bronze, Silver, Gold awards and Banners. <p>Significant and infrequent reinforcers are recorded on School Bytes.</p>	<p>3. Use direct responses e.g. expectation 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.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g. formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught fortnightly through social-emotional groups.</p>	<p>4. 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.</p>	<p>4. 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.</p>

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. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	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.

Community Consult

At Marton PS, we collect community feedback through both formal and informal channels to gain a well-rounded understanding of the engagement process. This feedback can come from P&C meetings, Tell Them From Me surveys (now called NPSS), or community surveys. Informational forums for families, as well as the principal's open-door policy, encourages community input.

Individual Intervention

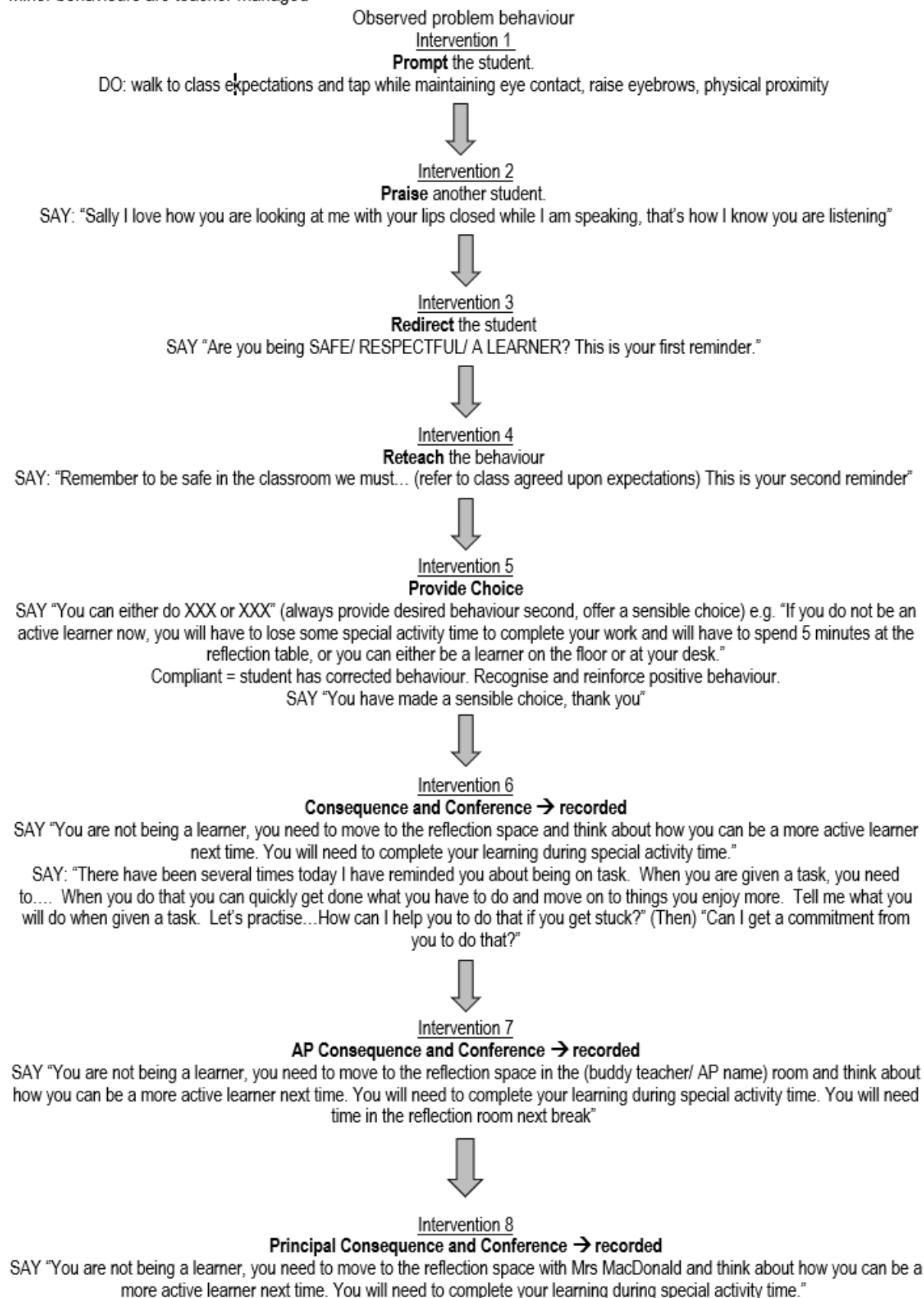
-Behaviour Response Plan - A Behaviour Support Plan (BSP) is a strategic approach designed to address challenging behaviours by identifying their causes and implementing positive interventions to promote appropriate behaviours and enhance student learning. This would be introduced by the class teacher, in consultation with the learning support staff including the school counsellor, AP and Principal. It is then communicated with parents and caregivers and reviewed when required.

-Personalised Learning & Support Plan (PLaSP) - A PLaSP is a personalised approach to identify and address a student's learning and behavioural needs, ensuring they receive the appropriate support to thrive academically and socially. Goals are outlined and discussed with the student and parent. The PLaSP is uploaded in a student wellbeing drive on Teams for all staff to access. Staff review PLaSP with parents and students every term to review goals and progress.

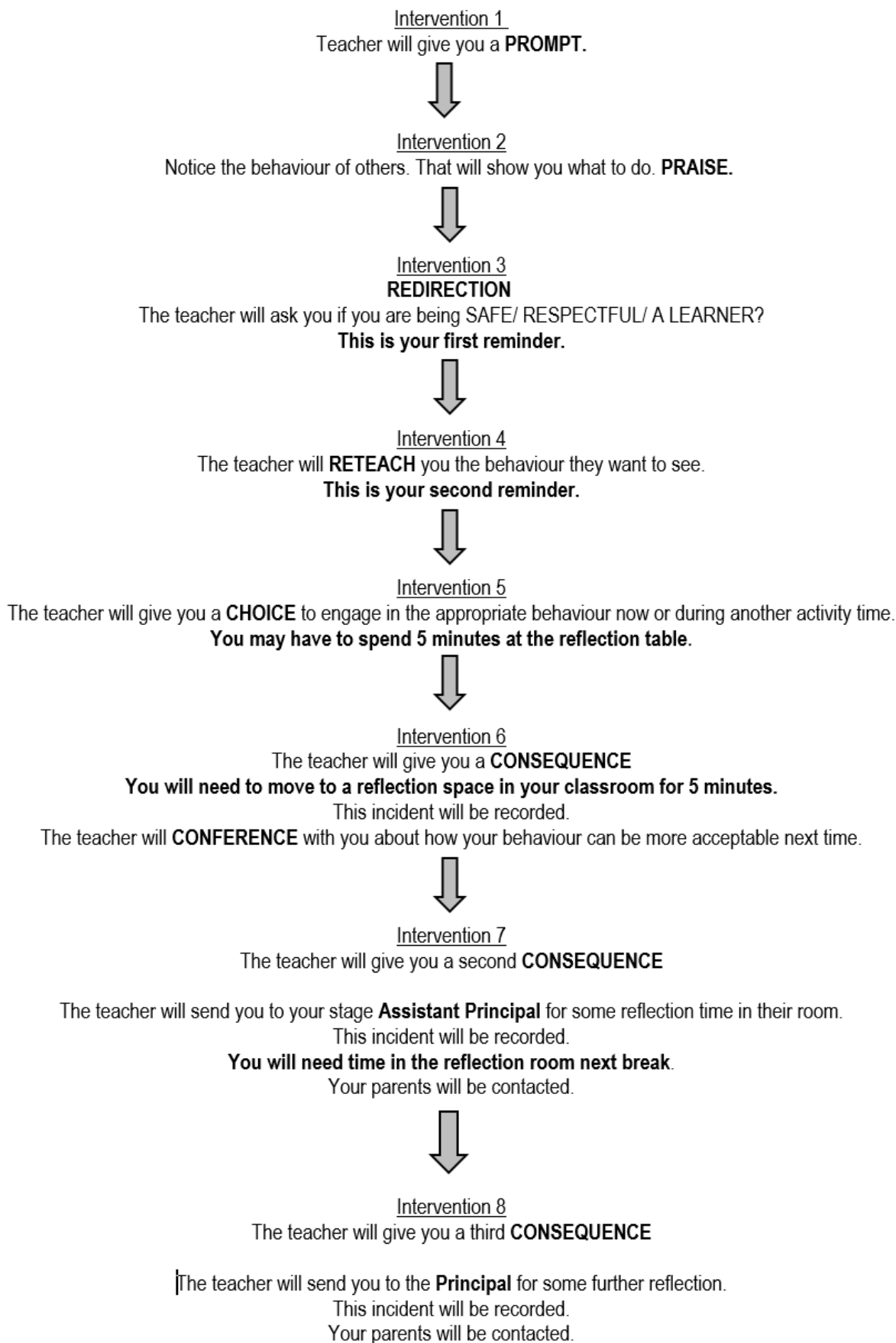
-Safety Risk Assessment

Behaviour Management Flow Chart

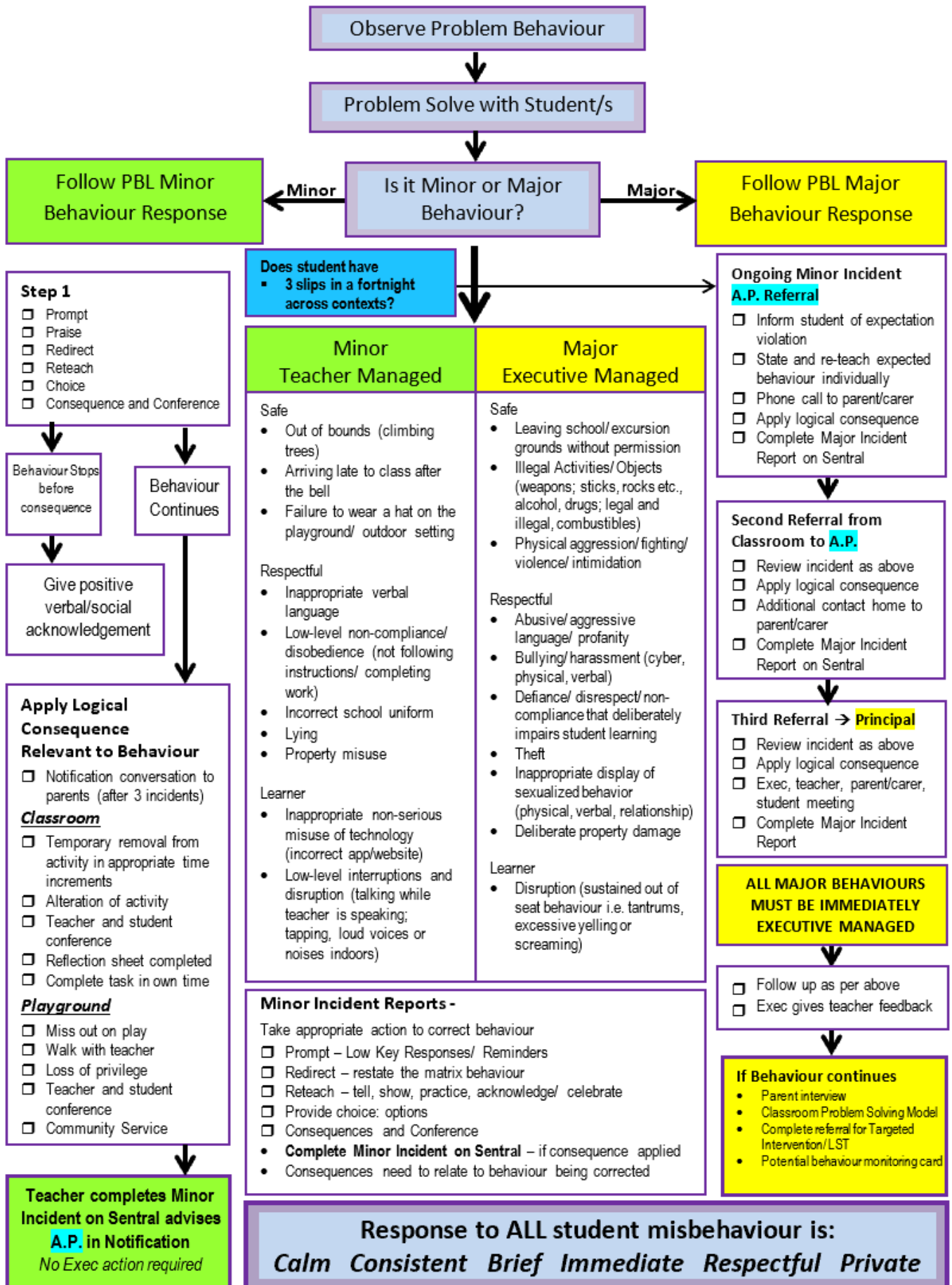
Minor behaviours are teacher managed



Behaviour Management Flowchart (Classroom and Playground) - Student Support Document
Behaviour Management Flow Chart



Marton PS Student Behaviour Management Flow Chart



Bullying Response Flowchart

The same process would be followed for Cyberbullying incidents, however this would involve more in depth parent involvement initially. In order to prevent bullying and cyberbullying our school follows the 'School Expectations & Prevention' (Pg 8).



K-6 Behaviour Reflection Sheet

Your name: _____


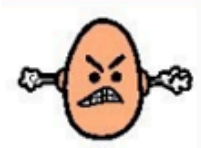







Your class: _____

What went wrong? With who?

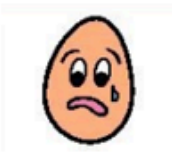



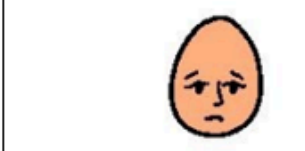


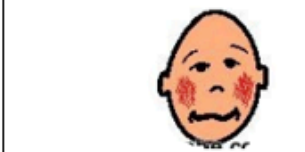

What expectation did you break?

Be Safe	Be Respectful	<u>Be</u> a Learner
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How did it make you feel?

 sad	 angry	 scared
 confused	 hurt	 frustrated
 nervous	 embarrassed	 annoyed

How did it make the other person/ people feel?

 sad	 angry	 scared
 confused	 hurt	 frustrated
 nervous	 embarrassed	 annoyed

Did anyone else see it? YES NO

Who? _____ Their class: _____

What consequence did the teacher give you?

What could you do next time?

What can you do now to try and fix this?

Exec staff name: _____

Date: _____

K-6 Behaviour Reflection Sheet

Your name: _____

Your class: _____

What expectation did you break?

Be Safe	Be Respectful	<u>Be</u> a Learner
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Describe the behaviour.

What did the teacher say or do?

What could you do next time?

What can you do now to try and fix this?

What consequence would be suitable?

Student sign: _____

Date: _____

Teacher sign: _____

Date: _____

Student Supervision Arrangements

BEFORE SCHOOL

8.35am – Bell rings

- No children should be in the school playground before 8.35am, other than children at teacher-supervised activities, attending OSHS or at band practice.
- The top asphalt area is the only part of the playground to be used.
- The toilets in the hall are the only toilets to be used.
- When children arrive, they should put their bags in the assembly area (stage 3 can hang their bags on the wall hooks next to the sand pit or in the hall).
- No child may enter any classroom, unless invited and accompanied by a teacher.
- Handball (hand balls) games can be played.
- Running is not permitted on any asphalt or concrete areas, or on stairways.
- The car parks are always out of bounds. Children proceeding to the office for any reason must walk the long way round.
- Bicycles and scooters should be WALKED in from the school gate to the bicycle racks. Do not ride bicycles in school grounds.
- Mobile phones and devices must be checked into the office before 9.05am.

LUNCH

11.05am-11.45am – Bell rings at 11.05 (10 mins eating)

- Children should not eat on stairs on the way to the top playground.
- All rubbish in bins.
- Children have recess eating time in designated K-2 and 3-6 eating area.
- No food to be taken to the grass area, however if students are still eating they can take their food to the hall COLA to continue eating.
- Footballs and soccer balls may only be used on the synthetic and grassed areas respectively.
- Cricket nets are only to be used for cricket, not to be used for soccer etc.
- A song bell will ring at 11.25am to signal half time. At 11.45am the end of lunch bell will ring. All children should go to the toilet and wash their hands when they hear the song begin to play.
- K - 6 students move to the allocated asphalt area and sit quietly until the teacher arrives.
- At the 11.45am bell, students will follow the instructions of their class teacher.

11.45am – Bell rings

AFTERNOON TEA

1.15pm-1.50pm All students eat in designated area. Bell rings at 1.15pm – (10 mins eating)

- Children should not eat on stairs on the way to the playground.
- Rubbish goes into the bins.
- Canteen – available from 1.25pm on selected days (not at eating time).
- Children who are still eating to finish food under COLA near the hall.
- Play sensibly on the asphalt areas and grass areas (follow roster).
- No food to be taken to the grass area.
- Footballs and soccer balls may only be used on the synthetic and grassed areas respectively.
- Cricket nets are only to be used for cricket, not to be used for soccer etc.
- A bell will ring to signal half time afternoon tea at 1.33pm. Then another bell at 1.50pm for the end of afternoon tea.
- Line up when the bell rings to go to the library on selected days (2nd half if open).
- No food to be taken to the grass area.
- All students should go to the toilet and wash hands before 1.50pm.
- K - 6 students move to the allocated asphalt area and sit quietly until the teacher arrives.
- At the 1.50pm bell, students will follow the instructions of their class teacher.

BUS LINES/END OF THE DAY BELL

- Students waiting for after-school buses will follow all the instructions of the teacher on duty. They will assemble on the top asphalt under the hall COLA.
- The teacher on duty will walk the line to the bus when it arrives or is close by.
- Students must show their bus pass every time they get on the bus.
- Mobile phones can only be used to text/call a parent when instructed by a staff member. Not for games or social media.
- Students going to car pick up need to assemble near the mural wall and wait for a teacher to escort them to car pick up.
- All students K-6 are walked to the asphalt to be dismissed by 3.05pm.
- Students going to 3Bridges (OOSH) will walk to the glass doors of OOSH to be signed in. Kindergarten students attending will be collected from their classroom at 2.55pm.

AROUND THE SCHOOL

- “Tackle” football is not permitted in the playground. “Tip” is permitted and means a tip or a touch – no physical aggression.
- Toilets are not part of the play area – make your visit short. Do not take food into the toilets.
- We move safely around the school; always walk on walkways, in corridors and on stairs.
- Silver seats are for sitting – no standing on, jumping over or off lunch seats at any time.
- No climbing trees or on walkway roofs.
- No climbing fences to trespass in a neighbour’s yard. If a ball goes over the fence it’s lost. Our neighbours will usually throw balls back over the fence.
- Classes moving throughout the school should do so quietly. Other classes are working and don’t want to be disturbed by your noise.
- Dogs are not allowed in the school grounds – stray dogs will be tied up and if their owners cannot be contacted, Sutherland Council will be called.
- Hand any lost money or property to the teacher on duty or the front office.

WET WEATHER – A song and announcement will play telling students it is wet weather.

Wet Weather Procedures

- An Assistant Principal/Principal will make the decision for wet weather procedures or changes to wet weather procedures.
- If children can play outside in wet weather, normal duty will apply. Children are to play on the asphalt. Grass areas are usually closed.
- If it rains while on duty, children return to classrooms as appropriate. A teacher will call the office/Principal so an announcement can be made.
- If raining in the mornings, students will walk straight to classrooms.

Wet Weather Bell will indicate that wet weather procedures will replace normal duties.

Date completed	September 2025
Next review date	September 2026
Next review date with the community	This will be in line with our 4 year implementation of our strategic improvement plan (SIP) cycle
Principal Name	Jody MacDonald