



Mascot Public School

Behaviour Support and Management Plan

Overview

Mascot Public School's Behaviour Support and Management Plan (SBSMP) embeds inclusive and equitable practices to promote positive student behaviour and an environment for success. It includes strategies that promote positive behaviour through explicit teaching of behavioural expectations, positive teacher student relationships, recognising student achievement, and support for student behaviour needs. Mascot Public School's Behaviour Support and Management Plan has been developed in accordance with the Department of Education's policy guidelines.

This Behaviour Support and Management Plan includes:

- The values of our school - Love of learning, Inclusivity, Integrity and Empathy
- Strategies to promote consistent discipline and effective learning within the classroom and playground
- Strategies designed to acknowledge and reinforce student achievement
- Strategies to address unacceptable behaviour
- Supports students to develop the skills to self-direct their own learning and strive for a positive future for themselves and the wider community.

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Community Expectations

Promoting and reinforcing positive student behaviour and school wide expectations

Mascot PS has the following school-wide rules and expectations.

High expectations for student behaviours are established and maintained through effective role modelling, explicit teaching and planned responses. All members of our school community are responsible for ensuring that high standards of behaviour are maintained.

The Principal is responsible for:

- Providing a safe, secure and harmonious work environment for students and staff
- Ensuring the SBSMP is communicated to all school community members
- Consistent implementation of the SBSMP across the school.

The Executive are responsible for:

- Ensuring the SBSMP is implemented in all classes and the playground
- Communicating with parents / carers within the guidelines of the plan
- Consistent implementation of the SBSMP across the school.

Teachers are responsible for:

- Supporting the effective implementation of the SBSMP by explicitly teaching the Behaviour Expectations
- Displaying the Restorative Practices Chart in all classrooms
- Implementing school wide merit systems to reinforce positive behaviour in all classrooms
- Documenting student behaviour by entering data into School Bytes to track and monitor students
- Ensuring all AP's, the principal and class teachers are tagged into the recorded incident
- If adding to a comment already recorded by another teacher, add your additional comment and initial your additions
- Consistent implementation of the SBSMP across the school
- [School Community Charter](#) - outlines the responsibilities of school staff to ensure our learning environments are collaborative, supportive and cohesive.

Parents are responsible for:

- Supporting the school in the implementation of the SBSMP
- Informing teachers of any issues or concerns that may be affecting their child's behaviour
- Attending meetings at school if required
- [School Community Charter](#) - outlines the responsibilities of parents/carers to ensure our learning environments are collaborative, supportive and cohesive.

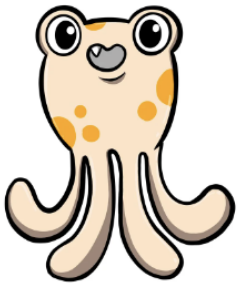



Students are responsible for:

- Following the school values of a Love of learning, Inclusivity, Integrity, and Empathy.

Whole School Approach			
Care Continuum	Strategy or Program	Details	Stakeholders
Prevention	Breakfast Club	Is a wellbeing program to support students who have missed breakfast or are without recess/lunch. This is a Stage 3 student led program.	K-6 Students
Early Intervention	Grow Your Mind	A wellbeing program with clearly defined wellbeing practices and behavioural expectations to support our students as optimistic, compassionate and actively engaged learners.	P-6 Students Families Staff
Early Intervention	School Values	A schoolwide and classroom system of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture. The framework assists to improve social, emotional, behavioural and academic outcomes for children and young people.	Whole School
Targeted Intervention	Learning and Support	The Learning and Support Team (LS) work with teachers, students and families to support those students who require personalised learning and support plans or pathways. Strategies include, development of behaviour management plans, risk assessments and the development of SMART goals.	Individual students Staff Families
Individual Intervention	Learning and Support	If a teacher is concerned about an individual student, strategies for implementation should be discussed at weekly stage meetings. Interventions to be implemented and, if additional support is required, the teacher attends a Learning Support meeting.	Staff

Individual Intervention	School Counsellor	Self referral from parents to school counsellor.	Individual students Staff Families
Individual Intervention	School Wellbeing Nurse	Class teachers or parents can utilise the Nurse to provide links to external support services.	Individual students Staff Families
Individual Intervention	Buddy Class	Provides opportunities for students to self reflect on expected behaviours in an alternative stage classroom.	Individual students Staff

School Values

Love of Learning	Inclusivity	Integrity	Empathy
			
<p>Love of learning means you find delight in discovering new things whether in class or on your own. It means you can persist through challenges because you have an appreciation of what is involved in mastering something new.</p>	<p>Everyone is understood, appreciated, and able to participate and contribute meaningfully. Inclusivity strives to make all people feel valued and respected.</p>	<p>Integrity is being strong enough to do what you know is right. Integrity is also knowing the difference between right and wrong and choosing to do the right thing, even when it is difficult.</p>	<p>Empathy means you try to understand how someone else might be feeling. With empathy you can recognise and understand another person's emotions.</p>

At Mascot PS, our Behaviour Support and Management Plan is grounded in our four core school values: **Love of Learning, Inclusivity, Integrity, and Empathy**. These values underpin everything we do and provide a clear, consistent framework for expectations, relationships and decision-making across our school community.

Each term, one value serves as the guiding “umbrella” within wellbeing lessons. Throughout that term, students engage in explicit learning that explores the meaning, skills and behaviours connected to that value. This deep and intentional focus allows students to develop a strong understanding of how each value looks, feels and sounds in action—both in the classroom and beyond.

While a single value is highlighted each term, all four values remain embedded in daily school life. They form the foundation of our positive behaviour support systems, and students are recognised and rewarded throughout the year for demonstrating Love of Learning, Inclusivity, Integrity and Empathy in meaningful ways.

We encourage all Mascot PS students to actively uphold and embody these values every day. By doing so, they contribute to a safe, respectful and supportive learning environment where everyone can thrive.

Awards System

Mascot Public School values student achievement and rewards positive student behaviour. As part of this policy, a student Award system has been implemented to value and recognise positive behaviours. Students and parents will share responsibility for collecting awards and returning them to the classroom teacher when target amounts have been achieved.

All staff **MUST** use the peg system in their classes and give out merit awards as students reach 'Super Star' for **academic** and **social** behaviours, or when students demonstrate one of the values..

Students are responsible for collecting and storing their awards.

- 10 Merit Awards (Super Star, or any value) = 1 bronze award..
- 2 Bronze Awards (any value) = 1 Silver Award
- 2 Silver Awards (any value) = 1 Gold Award
- 1 Gold Award = Assistant Principal's Special Treat (end of each term)
- 2 Gold Awards = Principal's Morning Tea (end of each term)
- 3 Gold Awards = Awarded at Presentation Day

When a student has collected the required amount they exchange their awards and progress to the next award level ([see Merit System Steps](#)).

All class teachers are responsible for tracking and monitoring student awards on School Bytes. **Awards do not carry over to the next year.**



Playground Tokens:

If a student demonstrates positive behaviour while on the playground, the teacher on duty will give them a coloured token. The students then put these tokens into the jar of their house colour. These jars are located on the wall outside of the staffroom. The house with the highest number of tokens at the end of each term will be rewarded.



Restorative Practices for Inappropriate Behaviour

To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate action following the MPS restorative practices chart.

Positive Reinforcement

At all times, try to highlight positive role models within the class and on the playground, to reinforce these behaviours. For example:

- You are showing a love of learning by ...
- You are showing empathy by ...
- You are showing integrity by ...
- You are showing inclusivity by ...

When speaking to students about their inappropriate behaviour, we focus on the behaviour and not the child. For example:

It's time to show a love of learning/empathy/integrity/inclusivity, you can show this by ...

Restorative Practices Chart



Mascot Public School Restorative Practices Chart

Step 1. Prompt Verbal or Non-verbal Reminder
Step 2. Redirect & Reteach In class: Move peg down and refer to school values. On playground: Verbal warning relating appropriate behaviour to whole school values.
Step 3. Reflect In class: Move peg down and provide thinking time for in class reflection. On playground: Shadow teacher on duty.
Step 4. Removal from class/playground In class: Move peg down and send student to alternate stage class where the student completes a reflection card. CT to notify AP. On playground: Student shadows teacher on duty. Duty teacher notifies AP and CT. Duty teacher records incident on School Bytes . CT/AP to Conference with student and call home, depending on incident/student.
Step 5. Principal Referral – Behaviour Contract Ongoing incidents = Parent interview and behaviour contract to be developed by CT, AP and Principal.
Step 6. Risk of Suspension Suspension warning letter to be sent home from Principal.

See the below table for further details on implementation of the restorative practices chart.

Behaviour	Restorative Practices	
	Classroom	Playground
	Staff are encouraged to use the Restorative Questions below when speaking to students: <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking of at the time? 3. What have you thought about since? 4. Who has been affected by what you have done? In what way? 5. What do you think you need to do to make things right? 	
The student breaks the value code: The Principal reserves the right to make the decision to suspend if and when acts of inappropriate behaviour endanger the health and safety of the student, other students, staff or parents.	Step 1: Prompt Provide verbal and/or visual cue. (Remind) Step 2: Redirect and Reteach Restate and demonstrate the matrix behaviour. (Move peg down) Step 3: Reflect If behaviour continues (Move peg down) Directed to the classroom reflection area.	Step 1: Prompt Provide verbal prompts. Step 2: Redirect and Reteach Student is redirected to appropriate behaviour. Restate and demonstrate expected behaviour. Step 3: Reflect If the student does not comply, they will be directed to playground time out which may mean the student shadows the teacher. Timing is at the discretion of the teacher.
The student repeatedly breaks value code. OR The student was involved in fighting, bullying, stealing, swearing, unsafe play.	Step 4: Removal from class Teacher to refer to the consequence chart when they re-join class. If behaviour continues, apply consequence. Direct student to an alternate stage class for the rest of the session where they will be required to complete a behaviour <u>reflection form</u> . The alternate teacher signs the reflection form. Class teacher records incidents on School Bytes and files the reflection form for their own records.	Step 4: Removal from playground If preferred behaviour is not demonstrated they will be directed to shadow the teacher on duty for the rest of the lunch period. Playground duty teacher records incident on School Bytes.
The student fails to improve their behaviour. OR The student was involved in a major incident. The student fails to improve their behaviour. OR The student is involved in a major incident.	Step 5: Principal Referral/Behaviour Contract The aim of the contract is to provide positive feedback to the student to support them to achieve the desired behaviour. The contract will be developed in consultation with families, LST and monitored by the AP. If the student is involved in a serious incident they are reported directly to an AP or Principal who will contact the parents. The supervising teacher (involved in the incident) enters the incident on School Bytes. AND /OR : Risk of Suspension If the behaviour continues, a 'Formal Caution' letter will be sent home. The Principal may arrange a meeting with the parents and student. The Principal will suspend/expel the student involved in a major incident. In accordance with the DoE procedures as outlined in the document Student Behaviour Procedures Kindergarten to Year 12 .	

Incidents

Definition of a Minor Incident

- an action that is repeated
- a once off behaviour (depending on the incident)
- developmentally age appropriate behaviour
- a combination of the above

Definition of a Major Incident

- an action that is **intentional**
- causes harm
- deliberate
- harm to themselves and others
- emotional / social abuse
- repeated minor behaviours
- socially unacceptable behaviour
- damage to property
- a combination of the above

Examples



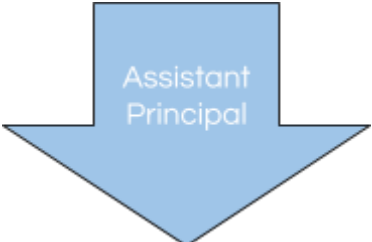
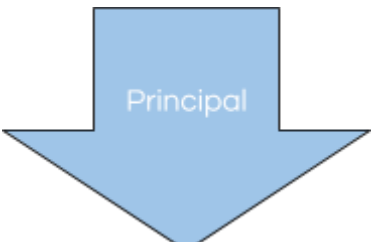
Minor	Major
Step 1 <u>5 different minors</u> = suspension warning <u>3 of the same minors</u> = suspension warning Step 2 <u>any incident</u> after suspension warning = suspension	Step 1 <u>1 major</u> = suspension warning Step 2 <u>any incident</u> after suspension warning = suspension
Repeated calling out	Bullying (repeated actions)
Swearing / inappropriate comments	Cyber-bullying
Exclusion of peers	Theft
Note writing/ passing	Physical violence
Refusing to complete learning tasks	Racism or discrimination
Rough play	Deliberately misusing technology
Misuse of toilets	Sexual innuendo / slander
Non compliance	Use/ Possession of prohibited weapon, firearm or knife
Running in walking only areas	Absconding
Out of bounds	Aggressive behaviour
Littering	Intentional / abusive swearing
Disrespecting others	Verbal abuse (discretion of staff member)
Not following playground rules	Use / possession of illegal substances
Verbal abuse (discretion of staff member)	Psychological abuse
Bystander to inappropriate behaviours	Destruction of property
Chewing gum	Criminal behaviour
Not handing in devices to the office	Assault
	Continuing persistent behaviour posing unacceptable risk to another person's learning and/or wellbeing
	Serious criminal behaviour related to the school
	Supply of suspected drug or illegal substance

Please take into account individual students' developmental level and/or students with diagnosis.

Reflection Forms

Students must complete a Reflection Form if they are involved in **any major Incidents** or if they get to **Step 4 (Red)** on the Restorative Practices Chart. These forms must be sent to the office where they will be scanned onto the system. The office will then send a notification to the students parents/carers to acknowledge the incident.

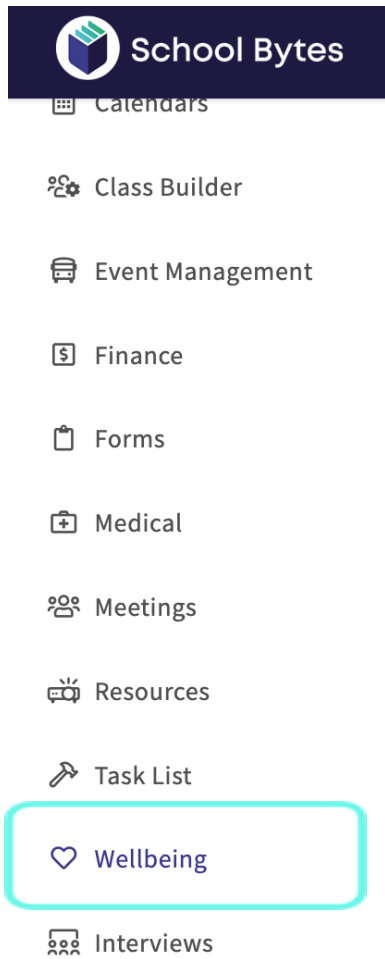
Incident Consequence Flowchart

	<ul style="list-style-type: none"> ● Record incident on School Bytes, ensuring all executive staff remain tagged. ● Have students complete a Reflection Form. ● Hand the completed Reflection Form into the office.
	<ul style="list-style-type: none"> ● Office staff will upload Reflection Forms and send communication to parents/carers. ● Once parents/carers have acknowledged the notification it will be sent back to the office and kept as a record.
	<ul style="list-style-type: none"> ● If the same minor incident is recorded 3 times a <u>Suspension Warning</u> will be issued to the student via the relative AP. ● If any 5 minor incidents are recorded, Suspension Warning will be issued to the student via the relative AP.
	<ul style="list-style-type: none"> ● Any further negative behaviour recorded on School Bytes after a Suspension Warning will result in a <u>Suspension</u>.

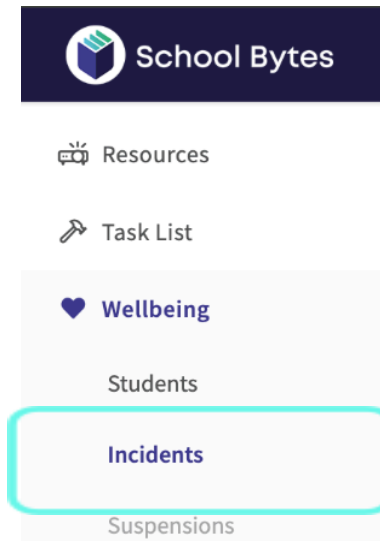
Reporting on School Bytes

When reporting an Incident

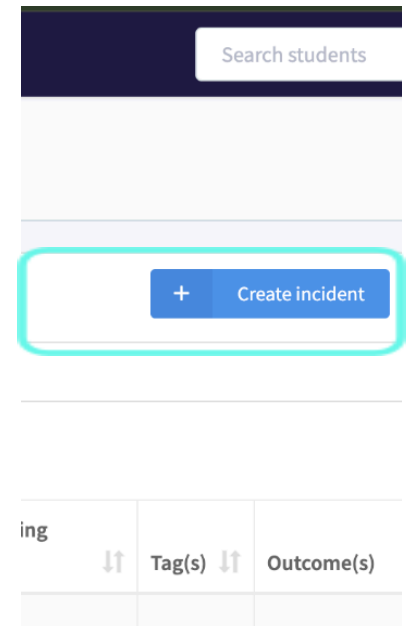
1. Click Wellbeing



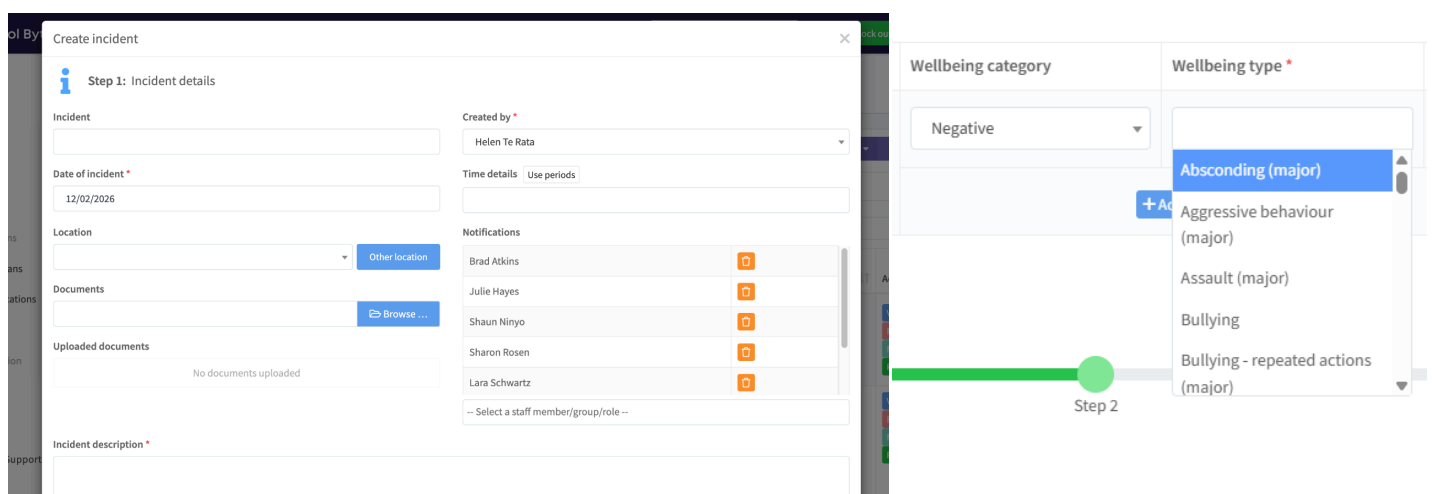
2. Incidents



3. Create incident



4. Fill in the Incident form - ensure you select the correct minor or major incident from the list



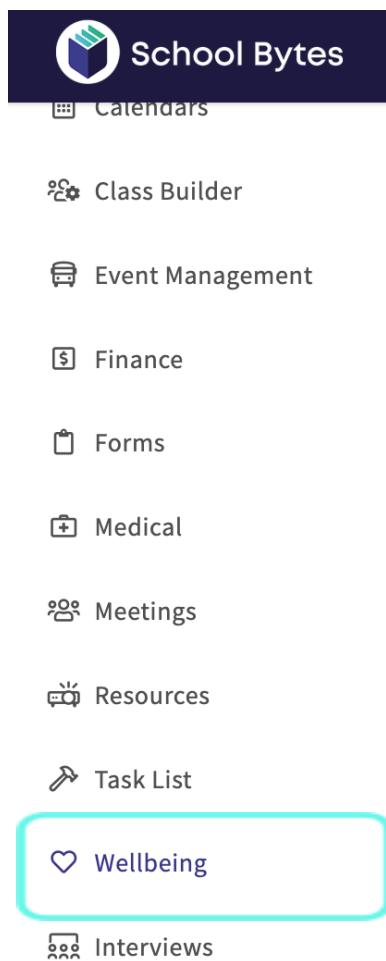
5. Ensure all exec staff stay tagged - they should already be there.

Notifications

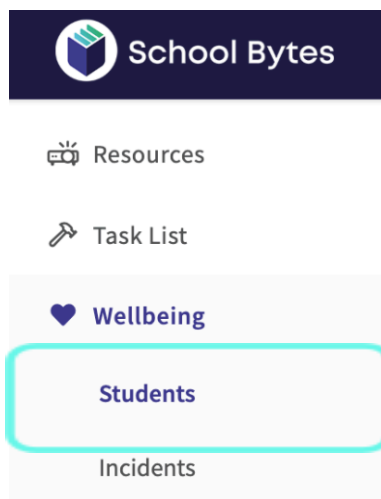
Brad Atkins	
Julie Hayes	
Shaun Ninyo	
Sharon Rosen	
Lara Schwartz	
-- Select a staff member/group/role --	

When reporting anything other than an incident (note, meeting with parent etc.)

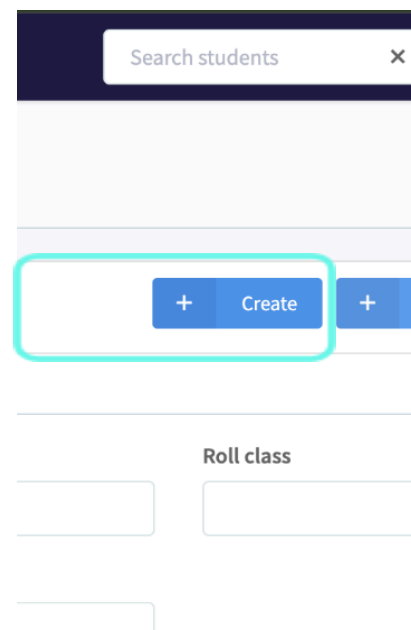
1. Click Wellbeing



2. Students



3. Create



4. Category

Create wellbeing record

Student *

Category *

5. Choose Data Record

Category *

Awards

Data Record

Negative

Neutral

Positive

6. Fill in wellbeing record

Create wellbeing record

Student *

Year group *

Category *

Type *

Notifications

-- Select a staff member/group/role --

Link to incident

Documents

Browse ...

Uploaded documents

No documents uploaded

Note

Use editor

Description

Close

Submit

7. Submit

Playground Expectations on Duty

Teachers are responsible to:

- Refer to duty roster regarding supervision area
- Wear a hat
- Be on time - Do not leave your class until the duty teacher arrives
- Wear a vest
- Have a duty bag
- Use office passes

During Playtime Duty:

- Do not use your phone unless it's an emergency
- Hand out playground tokens for positive behaviours
- Move around your area of duty and supervise students at all times
- When the bell/song rings to end break times, move the students off to go to the toilet and to eating areas.

During Eating Time:

- Be on time to supervise eating areas
- Ensure all students are sitting down
- Ensure no balls during eating time.
- Students must ask permission to go to the bathroom.

Conclusion:

- **NEVER** leave a class unattended when moving back to class.
- Students **MUST** wait to be dismissed from all eating areas - the teacher/s must ensure rubbish is picked up before classes leave the area.

Personalised Behaviour Plans

Students who require additional support to manage their behaviour should have personalised behaviour plans. Class teachers are responsible for developing these plans. They should consult their Assistant Principal and the learning and support team where necessary. These plans can be developed on School Bytes where you will find templates for the following:

- Behaviour Contract
- Behaviour Response Plan – Escalation Cycle
- Individual Behaviour Support Plan
- Student-Tailored Risk Management Plan

References:

In the development of this policy, references were made from the following documents. For more information or to view the documents please refer to the websites below:

- [Behaviour and Engagement](#)
- [The Wellbeing Framework](#)
- [Positive Behaviour for Learning](#)



Mascot Public School

Reflection Form - Early Stage 1

Name: _____

Class: _____

Date: _____

Draw or write what happened.

Teacher Comment (what happened):

Record incident on School Bytes

Alternate teacher sign

Class teacher sign



Name: _____

Class: _____

Date: _____

Draw or write what you were doing.

How do you think that made others feel?

Happy

Sad

What value did you break?

Love of Learning

Empathy

Integrity

Inclusivity

Teacher Comment (what happened):

Record incident on School Bytes

Alternate teacher sign

Class teacher sign



Mascot Public School

Reflection Form - Stage 2 & 3

Name: _____

Time to spend in alternate class:

Class: _____

Date: _____

What were you doing?

What value did you break?

Love of Learning

Empathy

Integrity

Inclusivity

Who was involved and has been affected by this situation?

What is a better choice for next time?

Teacher Comment (what happened):

Record incident on School Bytes

Alternate teacher sign

Class teacher sign