NSW Department of Education

# Morpeth Public School - School Behaviour Support and Management Plan

## School Vision Statement

Morpeth Public School is committed to providing an inclusive, engaging and respectful school culture that supports the well-being, growth and attainment of all students and staff.

Our school will continue to focus on measurable, continuous and sustainable improvement, underpinned by quality practices, the rigorous evaluation of data and the embedding of productive alliances with school stake holders.

## Overview

Morpeth Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key initiatives, prioritised and valued by the school community include:

- Positive Behaviour for Learning (PBL)
- Junior Aboriginal Education Consultative Group (AECG)
- Learn to Lead
- Student Leadership
- Second Steps

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

Morpeth Public School rejects all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing.
Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Members of the school community are consulted to inform school vision and in the development of a school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

Morpeth Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, including Tell Them From Me surveys, specific school surveys, parent meetings and workshops, consulting with the P & C and local AECG
- acting on concerns, raised through meetings or complaints procedures, to evaluate and review school systems and practices.

Morpeth Public School will communicate these expectations to parents/carers through the school newsletter, general notifications (School Bytes) and school website. Our school is committed to proactively building collaborative relationships with families and communities to create a shared understanding of how to effectively support student learning, safety and wellbeing.

## School-wide expectations and rules

Morpeth Public School has the following PBL expectations for students in all settings:

| Respect | Responsibility | Personal Best |
|---|---|---|
| I cooperate with others | I am always ready to learn | I complete work to the best of my ability |
| I actively listen | I am responsible for my actions | I actively participate |

| | | |
|---|---|---|
| I speak and act positively | I remember to be in the right place at the right time and do it the right way | I make positive choices |
| | | |

## Behaviour code for students

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

**The Behaviour Code for Students** can be found at:

https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01.

This document translated into multiple languages is available here: Behaviour Code for Students.

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

- 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.

## 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.

## Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

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

These practices include:

- developing and communicating clearly understood classroom expectations
- ensuring that student learning takes place in well-managed and inclusive classrooms
- ensuring personalised learning, including intervention and extension, is available for all students
- ensuring student learning is underpinned by explicit teaching strategies
- providing effective High Performance and Gifted Education opportunities for students
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- providing a range of activities to engage students and to enhance their sense of belonging
- maximising opportunities for active engagement through personalised learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Prevention | Effective Transition Programs | The school meets with parents / carers of all students prior to enrolment. Information from the meeting is used to assess the individual needs of the student and to inform any planning for support.<br>School meets with Pre Schools to discuss students, enrolling in Kindergarten, and a series of visits and a three session | All |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | | orientation program are scheduled for Term 4 each year. Additional visits are available for identified students.<br>Students transitioning to Year 7 attend partner school and staff meet to discuss personalised support for those requiring learning, health or behaviour support. | |
| Prevention | Appointment of a Wellbeing / Attendance management teacher | An Assistant Principal manages and coordinates student wellbeing programs and initiative to support student attendance. AP liaises with school staff, Learning and Wellbeing school psychologist, allied health professionals and Department personnel, including Assistant Principal Learning and Support (APLaS), Learning and Wellbeing (LaW) Officer or Home School Liaison Officer (HSLO) Support may include the development of personalised learning and support plan, health plans, behaviour management plans or referrals to health support agencies.<br>manages wellbeing and PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. | All |
| Prevention | National Week of Action (NWA) | Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. | Staff, students 3 - 6 |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| Prevention / Early Intervention / Targeted / Individual | Australian eSafety Commissioner Toolkit for Schools to | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online | All |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| | prevent and respond to cyberbullying | environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | |
| Targeted Support - Learning | Small Group Tuition | School has well-established and effective programs to support student learning. Through assessment, students from K-6, who require additional learning support, are identified and placed in small groups, based on their academic need. Targeted learning activities are then developed and delivered to students. | Individual students K - 6 |
| Targeted Support – Personalised learning and Extension | Ability-based groupings to target learning need | Assistant Principals support classroom teachers by creating ability- based groups. APs create an additional class in Stages 2 and 3 in Literacy and Numeracy, reducing class sizes, and deliver explicit teaching for students requiring additional support or extension. | |
| Targeted / Individual intervention | Learning and Support | The LaW works with teachers, students and families to support students who require significant adjustments to learning and personalised support.<br>LaW team may liaise with school psychologist or external providers to develop personalised support plans. | All |
| Targeted / individual intervention - Attendance | Attendance support | The Learning and Wellbeing (LaW) team identifies students who require support to address attendance matters. Assistant Principal (attendance) convenes planning meetings with identified students, their families and teachers to address barriers to improved attendance and to set growth goals. | Individual students, AP (attendance) |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| Individual intervention - Behaviour | Individual behaviour support planning | Learning and Wellbeing Team may identify student requiring behaviour support. Support may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. Planning includes consultation with parents / carers and relevant support personnel. | Individual students, parent/carer, LAST, AP |
| | | | |
| K-2 Social and Emotional Wellbeing | Second Step | The Second Step program assists students in K-2 to develop skills in the following areas:<br>1. Skills for Learning: Students develop skills in learning, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.<br>2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.<br>3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.<br>4. Problem Solving: Students learn a process for solving problems with others in a positive way. | |

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### 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.

See Appendix 1.

Morpeth Public School staff will staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

## 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.
- **Corrective responses** are recorded on School Bytes – Wellbeing module

| Classroom | Non-classroom setting |
|---|---|
| • rule reminder – (class expectations)<br>• re-direct, discuss and remind<br>• reteach<br>• seat change<br>• refer to Stage Assistant Principal<br>• reflection and restorative practices<br>• commitment from student<br>• communication with parent/carer. | • rule reminder – (PBL expectations)<br>• re-direct, discuss and remind<br>• reteach<br>• walk with teacher<br>• refer to Executive<br>• reflection and restorative practices<br>• commitment from student<br>• communication with parent/carer. |

Morpeth Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The foundation statements of Positive Behaviour for Learning (PBL), 'Respect, Responsibility and Personal Best' underpins all school behaviour expectations. PBL is a whole school and evidence-based initiative that clearly identifies behaviour expectations across all school settings. PBL provides specific examples of expected behaviours and is reinforced through classroom discussion and the awarding of certificates at school assemblies.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

| **Prevention**<br>**Responses to recognise and reinforce positive, inclusive and safe behaviour** | **Early Intervention**<br>**Responses to minor inappropriate behaviour are teacher managed.** | **Targeted/Individualised**<br>**Responses to behaviours of concern are executive managed** |
|---|---|---|
| 1. Behaviour expectations are explicitly taught and reinforced regularly through PBL classroom lessons, assembly reminders and through informal discussion (reminders) in all school settings.<br>Teachers model expected behaviours and provide opportunities for practice.<br>Students are acknowledged, for meeting school-wide expectations and rules, through verbal acknowledgements and the presentation of PBL achievement certificates. | 1. Refer to school-wide expectations (PBL) and/or emotional regulation visuals and/or supports so that the student can self-regulate. | 1. Students are directed to Principal's office, where discussion of the matter follows.<br>In the event of a serious incident, Principal or Stage AP is contacted.<br>Principal or AP manages the incident through school processes. Parents of students may be contacted, the incident documented and relevant personnel are contacted (DEL, Incident Hotline, CWU et al) if necessary.<br>Lock Down procedures or class evacuation will be implemented if required. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | 2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | 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. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| 3. Tangible reinforcers include those that are:<br>free and frequent<br>moderate and intermittent<br>significant and infrequent | 3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the | 3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / |

| | | |
|---|---|---|
| Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system. | classroom/playground behaviour expectation before low-level consequence is applied. | wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension. |
| 4. Social emotional learning lessons are taught (PAX GBG and Positive Living Skills) weekly. | 4. Teacher records on Behaviour / wellbeing ITD system by the end of the school day. 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. | 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. |
| 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 fortnightly school assemblies. | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.<br>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. |

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes – Wellbeing module

Thes may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response procedure
- Student Behaviour Policy and Suspension and Expulsion procedures

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

## Detention, reflection and restorative practices

- Our school does not have a detention room.

- Any incident of inappropriate student behaviour, in the classroom or playground, is managed through executive discussion with the student.

- During the discussion, students are able to reflect on the incident and to discuss and consider more appropriate options.

- Students are provided with an opportunity, through restorative practices, to meet with others involved in the incident, to resolve any matters that may be stressful to students.

- Students are asked to make a commitment to learn from the experience and to choose more appropriate actions in any future situation.

- Executive teachers provide additional strategies and support and ensure that students understand that our school is committed to assisting them to make better choices.

- Executive provide monitoring and check ins with the student.

- A fundamental premise for all behaviour management at out school is that our teachers trust our students to make appropriate choices in all settings.

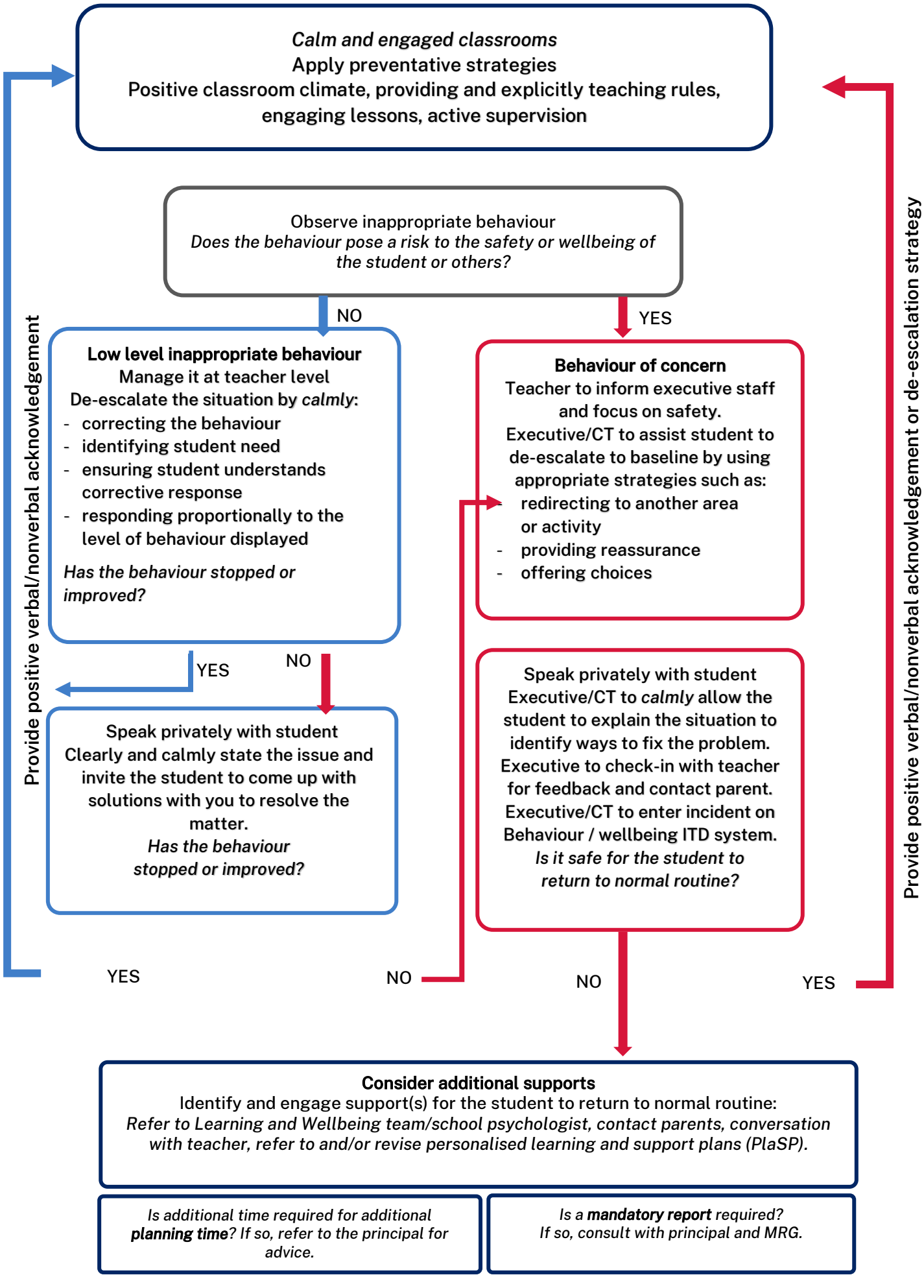
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **Discussion with Executive –** students, involved in a behaviour of concern, attend a meeting with Principal and Stage Assistant Principal to discuss the incident and to develop a plan to address and resolve the matter. The plan will routinely include student reflection, the discussion of strategies to be used, the implementation of restorative practices and a commitment (trust) that the student will make more appropriate decisions in future interactions. All discussion is underpinned by PBL expectations. | Immediately (if possible) or next convenient time. Avoiding disruptions to learning is also a consideration when | Principal<br>Assistant Principal | Documented in School Bytes – Wellbeing module |

| | | | |
|---|---|---|---|
| The purpose of the discussion is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices. | scheduling meetings. | | |
| **Alternate play plan –** our school offers a range of options during play times. Students are able to engage in quiet reading in the library, attend garden groups, participate in dance or Karaoke activities, attend STEM ('Mindnastics'), attend Junior AECG meetings or to participate in weaving groups.<br>Occasionally, those students who have been involved in incidents of inappropriate behaviour, will attend one of our alternate play activities.<br>**Repeat incidents of Inappropriate Behaviour**<br>Some students, based on the seriousness of the incident, or if there have been repeated incidents, may be referred to one of the listed alternate play activities. This ensures that teachers are able to supervise the student, provide personalised support and to ensure, through modelling and monitoring, that the student experiences positive interactions with peers and staff. | Next break | Principal<br>Assistant Principal | Documented in School Bytes – Wellbeing module |
| **Review dates** | | | |

Last review date: 25/02/2025

Next review date: Date 1, Term 1, 2026

## Appendix 1: Behaviour management flowchart



## Bullying Response Flowchart

The following flowchart explains the actions Morpeth Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgement of staff who receive the bullying complaint and their assessment of immediate risk to student/s.