NSW Department of Education

School Behaviour Support and Management Plan

Overview

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

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

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

To achieve our mission, key programs prioritised and valued by the school community are:

- PBIS
- Berry Street Model
  https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model

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

Mount Pritchard 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.

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

Roles and responsibilities

Public Schools , including Directors, Educational Leadership and Delivery Support Team Around a School:

- provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP.

Principals:

- lead the school community in developing, implementing and monitoring the SBSMP
- facilitate the annual review of the SBSMP
- ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

School executive, teachers, school learning support teams and school support staff:

- contribute to the development, monitoring and review of the SBSMP, as appropriate
- implement the processes and strategies within the SBSMP.

Partnership with parents and carers

Mount Pritchard 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, school surveys, consulting with parents through the Coffee Club and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.
- work in partnership with the school to implement the SBSMP, supporting 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.
- Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

Mount Pritchard Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Mount Pritchard Public School has the following school-wide expectations and rules:

To be Safe, Respectful, Responsible and Active Learners.

Safe	Respectful	Responsible	Active Learner
Hands and feet to yourself	Be kind and value others	Be on time	Always try your best
Move safely	Use appropriate language	Be ready to learn	Have a go
Listen to instructions	Work cooperatively	Use manners	Set an example for others

Behaviour Code for Students

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

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students.

Whole school approach across the care continuum

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

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

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	R U Ok Day	The R U OK? message can be taught throughout the school year as it can be mapped to the Australian Curriculum, integrated into wellbeing lessons via the Australian Student Wellbeing Framework and used to help address the Be You domains. https://www.ruok.org.au/education#PRIMARYSCHOOLRESOURCES	All Staff and Students
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Prevention / Early Intervention / Targeted / Individual	Rock and Water Program	The Rock and Water program is an experience that provides young people and adults a pathway to self-awareness, and increased self-confidence and social functioning. https://www.rockandwater.com.au/	Selected students 3-6

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention /	Police Youth Liaison Visits	The Police Youth Officer role also involves implementing strategies to reduce juvenile crime including safety talks at schools.	Stage 3
Prevention / Early Intervention / Targeted / Individual	Berry Street Education Model	The BerryStreetEducationModel (BSEM) equips both mainstream and specialist schools with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs.Our education model enables schools to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model	All staff and students
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance team who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance team
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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.

Mount Pritchard 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 Schoolbytes. These include:

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

Mount Pritchard Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Berry Street Education Model is used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more

motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact the office to seek help from the executive straight away if there is a risk. Otherwise notify the student's stage supervisor or executive ASAP and before the end of the school day.
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: free and frequent moderate and intermittent 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 classroom/playground behaviour expectation before low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incidents on Schoolbytes. 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 (PBIS and Berry Street) weekly.	4. Teacher records on Schoolbytes by the end of the school day. Monitor and inform family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO).	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.	Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made by the 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 Schoolbytes. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- 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 policy
- Incident Notification and Response Procedures
- Student Behaviour Policy and Suspension and Expulsion procedures

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

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

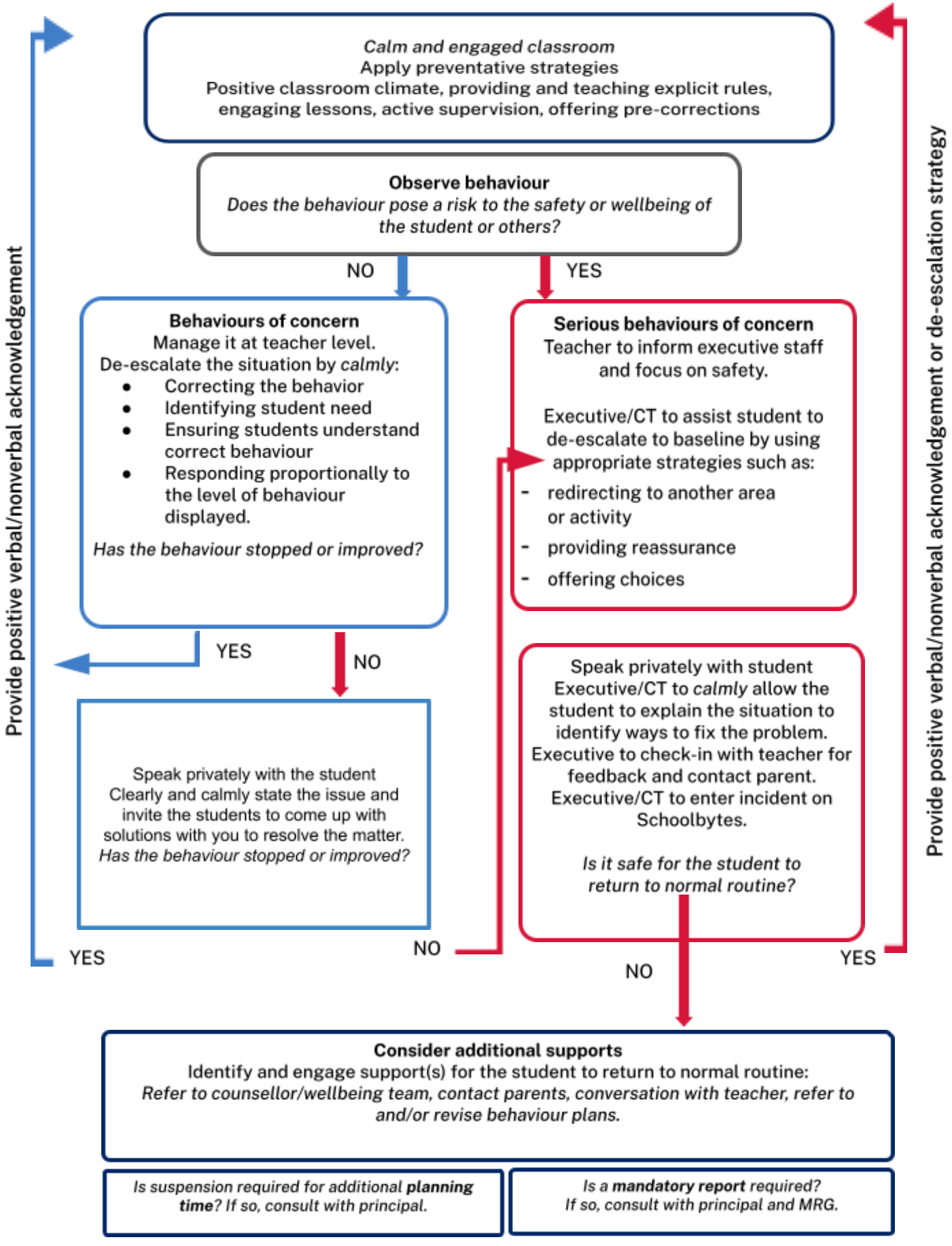
Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate play plan – withdrawal from free choice play and re-allocation to the reflection room to reflect on their behaviour and make positive choices – individual or group	Next break or Next day at either lunch or recess break	Assistant Principal	Documented in Schoolbytes

Review dates

Last review date: : Week 5, Term 1, 2025

Next review date: Week 5, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart