

## NSW Department of Education



# School Behaviour Support and Management Plan St Marys South Public School 2024

## Overview

St Marys Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage with their learning. Key programs prioritised and valued by the school community are the whole-school SEL (social and emotional) curriculum, PAX Good Behaviour Game, Restorative Practice, and Reflection.

## Partnership with parents and carers

St Marys South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Professional relationships with all school community members are based on transparency, honesty and mutual respect and align with the School Community Charter.
- Diversity is respected, and we promote tolerance and understanding.
- Our school staff and community will not tolerate aggressive and intimidating actions.

St Marys South Public School will communicate these expectations to parents/carers through:

- School Bytes App alerts
- School meetings
- School events
- DoE Complaints Handling processes.

## School-wide expectations and rules

Expectation - Kindness	Expectations - Respect
Always treat yourself and others with kindness and respect.	

## 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

St Marys South Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- A whole-school Social and Emotional Curriculum (SEL)
- A whole-school approach to positive behaviour management: PAX Good Behaviour Game.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Whole-school Behaviour Management Program.	<p>PAX means peace, productivity, health, and happiness, and the PAX Good Behaviour Game helps create and strengthen these in each classroom.</p> <p>PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma-informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity, and teach prosocial decision-making in children. The ‘peaceful’ classroom environment supports learning, wellbeing, participation, and confidence.</p> <p>PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach. Schools using PAX GBG report:</p> <ul style="list-style-type: none"> <li>• Increased time for teaching and learning</li> <li>• Increased attention to and completion of academic tasks</li> <li>• Engaged learners</li> <li>• Improved learning outcomes</li> <li>• Reduction in off-task and disruptive behaviours.</li> </ul>	Whole school
Prevention	Whole-school SEL (Social and Emotional Curriculum) supported by school-wide, trauma-informed	<p>Strong teacher/ student relationships.</p> <p>Explicit teaching and modelling of specific skills, including behaviour expectations and social skills.</p>	Whole school

Care Continuum	Strategy or Program	Details	Audience
	school routines.	Consistent teacher expectations, routines, modelling and responses to student behaviour.	
<b>Prevention</b>	Whole-school Playground Awards System	<p>Playground Legends!</p> <p>An instantaneous "ticket" system - instant recognition slips on the playground for appropriate behaviour. Students are responsible for writing their names on the tickets and placing them into the raffle box (K-2/ 3-6).</p> <p>A winning ticket will be drawn from each box at each whole-school assembly, and the student receives a \$5 canteen credit.</p> <p>K-2 and 3-6 have different coloured tickets.</p> <p>There will be two raffle boxes provided for entry.</p> <p>Once the raffle is drawn, the remaining tickets are discarded, and the probability of winning is reset.</p>	Whole school
<b>Prevention</b>	Class-based systems of expectations and positive reinforcement.	All classes develop a PAX Vision to identify the appropriate behaviours within the classroom.	Whole school
<b>Prevention</b>	Merits and Awards	<p>At each assembly:</p> <p>Teachers award 1 x merits and 1 x SEL (social and emotional) awards.</p> <p>Merit awards are at the teacher's discretion (class-specific) and should be tracked by the classroom teacher.</p> <p>SEL awards relate directly to students displaying prosocial behaviours as explicitly covered in the curriculum.</p> <p>Class of the Week must be tracked on a shared document to ensure the acknowledgement is evenly distributed throughout the school. Class of the Week are awarded the privilege of sitting on chairs at the next assembly.</p>	Whole class
<b>Prevention</b>	Gold Badge Awards	Gold Badges - the goal is to inspire as many students as possible to participate in the end-of-year fun day. Limits will not be	Whole school

Care Continuum	Strategy or Program	Details	Audience
		<p>imposed if students consistently demonstrate the criteria for receiving a Gold Badge.</p> <p>Criteria include:</p> <ul style="list-style-type: none"> <li>• Consistent and sustained demonstration of school expectations (rules) in all areas.</li> <li>• Consistent and sustained high attendance.</li> <li>• Consistent and sustained pride in personal presentation and looking after belongings. This includes wearing a full school uniform.</li> <li>• Consistent and sustained effort in all class activities.</li> <li>• Consistent and sustained display of pro-social behaviour on the playground.</li> <li>• Consistently polite and courteous.</li> <li>• Consistent and sustained all-round effort.</li> </ul>	
Prevention	Attendance recognition	<p>Monitor and reinforce the importance of regular school attendance with students via class teachers and regular communication with parents/carers through the fortnightly newsletter and the School Bytes App.</p> <p>Classes K-2 and 3-6 with the highest fortnightly attendance statistics receive an ice block and perpetual trophy.</p>	Whole school
Prevention	Student Voice and Advocacy	<p>Leadership opportunities for year six students (School Captain, Vice-Captain, Prefect).</p> <p>Various opportunities in years two to six, e.g., SRC, House Captains, and Library Monitors.</p>	Years 2-6
Prevention	Anti-Bullying Program	<p>Anti-bullying is explicitly taught within the SEL and PDHPE curricula throughout the year.</p> <p>The whole school participates in Bullying. No Way! week in Term 3.</p>	Whole school

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Class-based supports	Individualised class-based learning and support programming.	
Early intervention	The Learning and Support Team: Personalised learning and support plans	Developed with the support of the Learning and Support Team: <ul style="list-style-type: none"> <li>• De-escalation Plans</li> <li>• Behaviour Response Plans</li> <li>• Individual Education Plans</li> <li>• Individual Health Care Plans</li> <li>• Attendance Improvement Plans.</li> </ul>	Individual students
Early intervention	Playground Reflection Time	20 minutes (or as needed) at lunchtime. Restorative Practice conversation and Reflection sheet.	Individual or small group
Targeted intervention	Welfare Officer (Chaplain)	Small group intervention for social skills programs and wellbeing support.	Small group
Targeted intervention	Restorative Justice Practices	20 minutes over consecutive days. Executive Staff supports students in working through Restorative Practice relevant to their behaviour. Restorative Practice booklet including Reflection Sheet and scaffolded apology.	Individual and small group
Individual intervention	Welfare Officer (Chaplain)	Individualised intervention for social skills programs and wellbeing support.	Individual students
Individual intervention	School psychologist	Crisis counselling, cognitive assessment and support for Learning and Support plans	Individual students
Individual intervention	Student Behaviour Policy	Formal Caution of Suspension and Suspension Resolution Meetings. Principal, Assistant Principal, Teacher (when possible), parent/carer and student attend. Documentation for support developed collaboratively monitored and reviewed.	Individual students
Individual intervention	Coordinated support	School leaders engage and work alongside Department of Education specialist staff, including APLaS Support, Behaviour Specialists, Home School Liaison Officers, and Access Requests for funding or support class placement.	Individual students

Care Continuum	Strategy or Program	Details	Audience
		External Agencies are included as required and appropriate.	

### Responses to serious behaviours of concern

- All reported behaviours of concern are investigated objectively and adhere to the principles of Procedural Fairness. Unless there is a critical incident, investigations occur at the teacher and assistant principal levels. This allows space for other assistant principals and the principal to make an objective, informed decision.
- In all cases, Department of Education policies and procedures are followed.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students’ conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

### Reporting and recording behaviours of concern

Staff will comply with the 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](#).

### Detention, reflection and restorative practices

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Early Intervention – Playground Reflection Time	20 minutes (or as needed) at lunchtime. Restorative Practice conversation and Reflection sheet.	Executive Staff	In School Bytes
Targeted Intervention –	20 minutes over consecutive days, if appropriate. Executive Staff supports students in working through Restorative Practice relevant to their behaviour.	Executive Staff	In School Bytes

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Restorative Justice Practices</b>	Restorative Practice booklet including Reflection Sheet and scaffolded apology.		
<b>Return from Suspension</b>	20 minutes over five consecutive days. Executive Staff supports students in working through Restorative Practice relevant to their behaviour. Restorative Practice booklet including Reflection Sheet and scaffolded apology.	Executive Staff	In School Bytes

## Review dates

Last review date: January 30: Day 1, Term 1, 2024

Next review date: January 30: Day 1, Term 1, 2025

*Please see the next page for Appendix 1: Bullying Response Flowchart for Teaching Staff at SMSPS.*

## Appendix 1: Bullying Response Flowchart for Teaching Staff at SMSPS

*Bullying has three key features. It involves a misuse of power in a relationship, is intentional, ongoing and repeated and involves behaviours that can cause harm.*

*Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.*

*Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.*

