

# Mathoura Public School Behaviour Support and Management Plan

## Overview

Mathoura 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:

- [Positive Behaviour for Learning \(PBL\)](#)
- [National Student Wellbeing Program](#)
- Provision of Fun Friends, Kimochi Program and Seasons for Growth (where required).

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

Mathoura 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.

## Partnership with parents and carers

Mathoura 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, such as school surveys, meetings and consulting with the P & C
- using concerns raised through complaints procedures to review school systems, data and practices.

Mathoura 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

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

### To be respectful, responsible and resilience learners.

Respectful	Responsible	Resilient
- Follow staff instructions	- Care for property and others	- Try your best
- Be mindful of personal space	- Report unsafe behaviours	- Accept change and advice
- Be polite	- Put rubbish in the bin	- Help others and be friendly
- Hands and feet to self	- Be on time	- Solve problems calmly
- Cooperate with others	- Stay on task	- Be supportive of peers
- Display active listening	- Be organised	- Accept new challenges

## 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	<a href="#">Positive Behaviour for Learning (PBL)</a>	Positive Behaviour for Learning (PBL) is a proactive framework designed to promote positive behaviour and improve student engagement in New South Wales schools. It focuses on teaching and reinforcing appropriate behaviours while creating a supportive environment that encourages students to thrive. By implementing PBL, schools can foster a positive school culture that enhances academic outcomes and student wellbeing.	All
Prevention	<a href="#">National Day of Action (NDA)</a>	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students K - 6
Prevention / Early Intervention / Targeted	<a href="#">The National Student Wellbeing Program (NSWP)</a>	The National Student Wellbeing Program (NSWP) aims to enhance students' mental health and wellbeing. It provides schools with resources to implement practices that promote positive mental health, resilience, and social-emotional learning. By fostering a safe and inclusive environment, the NSWP helps students build essential life skills and improve overall wellbeing.	All
Prevention	<a href="#">Child protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <a href="#">Toolkit for Schools to prevent and respond to cyberbullying</a>	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
Early Intervention / Targeted / Individual	Kimochi Kids, Fun Friends and/or Seasons for Growth	Kimochi Kids, Fun Friends, and Seasons for Growth are programs designed for whole class or small group interventions that support and enhance the coping strategies of students experiencing anxiety, stress, or low resilience. These programs provide a safe environment for students to develop essential skills and strategies, fostering greater emotional wellbeing and resilience in a supportive school setting.	Individual students K - 6
Targeted / Individual intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<a href="#">Attendance support</a>	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parents, Teacher, Principal

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

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.

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. See Appendix 1.

- **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 Behaviour / Sentral. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• detention, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Mathoura Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning (PBL) consists 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 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.

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed</b>
<p>1. Behaviour expectations are explicitly taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations with student/s.</p>	<p>1. Classroom teacher (CT) to take steps to redirect student.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum (PBL tokens) for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. CT or Executive 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.</p>
<p>3. Tangible reinforcers include those that are: Free and frequent (PBL tokens), verbal acknowledgement directly to student or in front of class/assembly, weekly merits, Triple A Awards (for consistent Attitude, Academics and Attendance), Bronze/Silver/Gold Awards.</p>	<p>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.</p>	<p>3. CT or Executive collects information and reviews the incident from multiple perspectives to determine next steps. Incident recorded in Sentral. Contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Positive Behaviour for Learning principles are explicitly taught and revisited. Social emotional programs may be implemented.</p>	<p>4. Teacher records on Behaviour / wellbeing ITD system (Sentral) 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).</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>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Teacher contact through phone calls or emails home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to Learning Support Team may be discussed.</p>	<p>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.</p>

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in Sentral. 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.

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.

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.

## 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](#).

## Reflection, Detention 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?
<p><b>Reflection bench</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection).</p> <p>After this, student spend time reflecting on their wrong choices (detention) for a given amount of time.</p> <p>Teacher then speaks with student/s to discuss better options and better ways to resolve possible problems (restorative).</p> <p>Recorded in Sentral.</p>	<p>Either recess or lunch break</p>	<p>Classroom Teacher or Executive</p>	<p>Documented in Sentral</p>

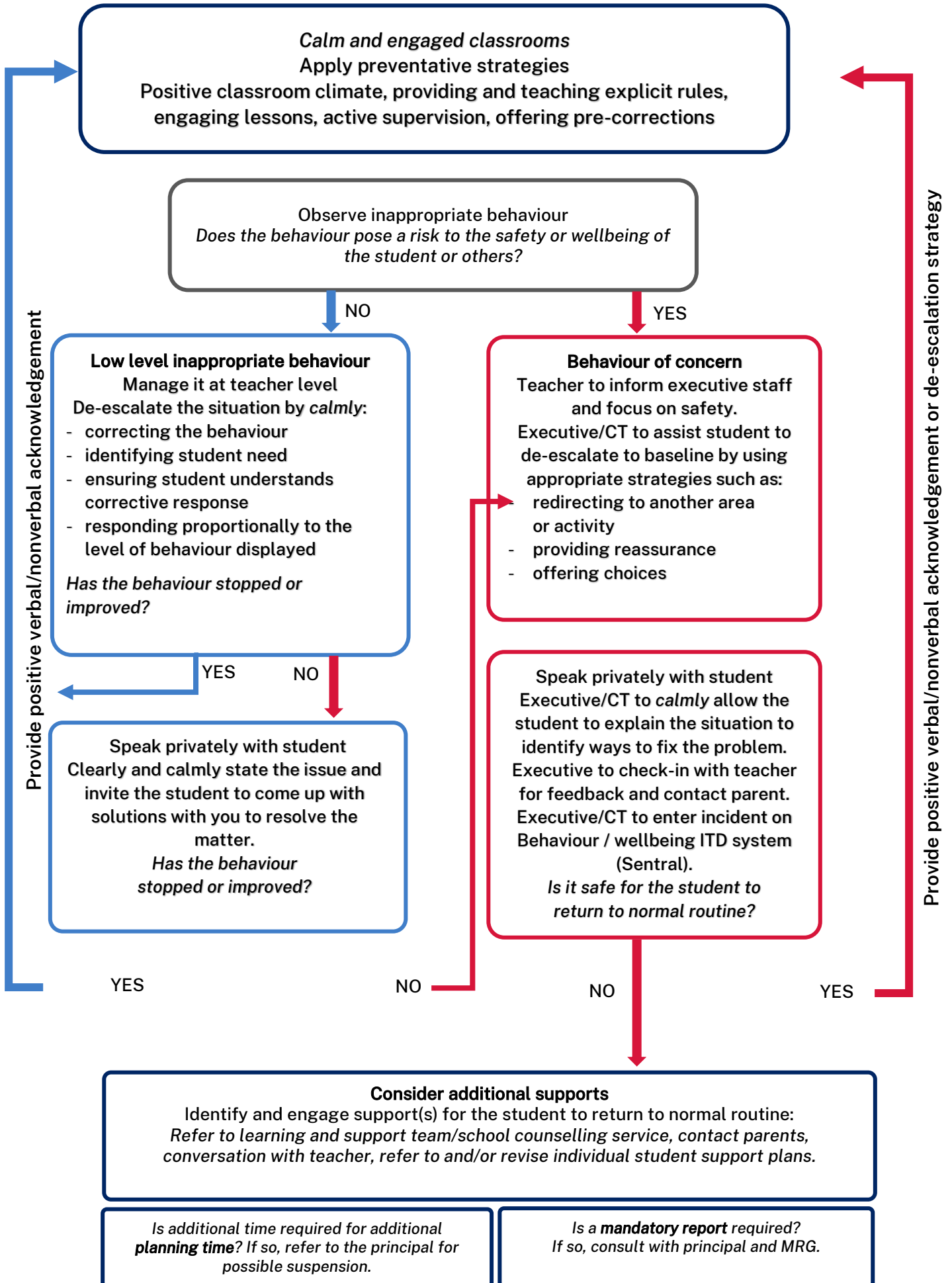
### Review dates

Last review date: 11<sup>th</sup> February 2025

Next review date: Term 4 2025



**Appendix 1: Behaviour management flowchart**





## Bullying Response Flowchart

The following flowchart explains the actions Mathoura 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 judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

