

Minnamurra Public School Behaviour Support and Management Plan

Overview

At Minnamurra Public School we believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone belongs and feels valued. The school community works together to build a culture of high expectations for staff and students, with opportunities for every person to learn and improve every year. Our vision is for students and their families to be highly engaged in the learning process, as we nurture the critical and creative thinking skills needed for the future.

Minnamurra Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key wellbeing programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL).
- Zones of Regulation Program.

Minnamurra Public School provides a multi-faceted and positive approach to teaching and learning with regards to student wellbeing. School staff support by developing inclusive whole-school practices, and by modelling and explicitly teaching and reinforcing pro-social values and expectations.

All members of our school community support a welcoming and inclusive culture that values diversity and inclusion. Respectful relationships underpin our school culture and there is a collective understanding that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Partnership with parents and carers

Minnamurra Public School partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through regular consultation with the P&C, feedback from TTFM/parent surveys and parent conferences.

Minnamurra Public School communicate these expectations to parents/carers via our school website and our school communication app School Bytes. The school also holds parent information sessions throughout the year, and individual student case conferences as required.

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

Minnamurra Public School has the following school-wide values and follows the below expectation teaching matrix:



Minnamurra Public School PBL EXPECTATIONS MATRIX



	All Settings	Learning Environments	Canteen	Toilets	Before & After School	Playground	Assembly	Excursions & Incursions
To Be Respectful	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Show kindness to everyone. Use polite manners. Respect other people's space. Respect our differences. Celebrate the achievement of others. Move safely from place to place. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Follow class behaviour expectations. Allow others to learn. Use active listening. Manage our noise level. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Say please and thank you. Wait patiently in lines. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Respect others' privacy. Have one person to a cubicle. Ask a teacher before leaving the classroom. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Only touch our own bikes and scooters. Wait for teacher instructions before boarding the bus. Stay seated, have our bags on our laps and use our quiet voice on the bus. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Use equipment safely. Care for the belongings of others. Look after our gardens. Return borrowed equipment. Place rubbish in the correct bin. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Sit still in our allocated area. Stand with our hands by our side to sing the national anthem and school songs. Respect acknowledgements and anthems. Enter and exit hall quietly in lines. Remove our hats. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Welcome and respect all visitors. Enjoy and appreciate the special places we visit.
To Be Responsible	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Are prepared for learning. Follow teacher instructions. Actively participate. Are in the right place at the right time. Are upstanders. Use High 5 strategies. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Walk in learning areas. Manage our time effectively. Keep workspaces tidy. Follow the school Digital Device Guidelines. Sit safely on chairs. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Have our money ready. Make healthy choices. Place lunch orders before school. Return lunch baskets. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Always wash our hands. Turn taps off. Use toilet paper for its intended purpose. Leave our food outside. Flush the toilet. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Follow morning procedures. Walk bikes and scooters through the school. Wear a helmet when riding a bike or scooter. Line up sensibly for buses. Follow the bus driver's instructions. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Walk on concrete. Eat in correct areas. Wear a school hat and are sun safe. Report problems to teachers. Return to class when the bell rings. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Use appropriate applause. Receive awards with pride. Leave a walkway. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Follow safety guidelines. Are aware of surroundings and stay together.
To Be Your Best	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Attend school on time every day. Wear our school uniform with pride. Have a growth mindset. Ask for help when needed. Include and accept others. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Manage distractions. Challenge ourselves. Believe in ourselves and others. Strive to grow and improve. Are proud of our achievements. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Use our own money. Help younger students to choose from the menu. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Use the toilets at the correct time. Are quick and leave promptly. Leave games for the playground. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Understand and follow safety rules. Have our bus pass ready to show the driver. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Play by the rules and are flexible. Check the buddy bench and look after each other. Play appropriate games. Think before we act and speak. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Actively listen to all speakers. 	<p><i>At MPS we:</i></p> <ul style="list-style-type: none"> Represent our school proudly.

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

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

- A whole school expectations matrix used to teach expected behaviours in all settings across the school.
- A school- wide scope and sequence of lessons on expected behaviour from the matrix which is prioritised based on data.
- Whole school acknowledgement system which includes –
 - Free and frequent acknowledgements – Mystix tokens which lead into whole school acknowledgement days each term.
 - Short term acknowledgements – Merits which feed into our certificate of excellence and achievement badges. These are all presented at fortnightly assemblies.
 - Long term acknowledgements – Annual prestigious Presentation Day awards.
 - Kindness Awards – Teachers and community members nominate students who have demonstrated kindness. These students receive recognition at a whole school assembly and receive an ice block, ‘it’s cool to be kind.’ All students also receive a certificate. The Kindness Awards are presented twice a term.
- Whole school social and emotional curriculum using the Zones of Regulation.
- Whole school response flowchart (see Appendix 1) with behavioural definitions categorised into major and minor, which addresses all behavioural incidents.
- Attendance acknowledgements are presented at fortnightly assemblies. Students who have had 90% or above attendance are put into the draw for a canteen voucher. One student per year group is randomly selected using an interactive spinning wheel.
- Bullying response flowchart is followed by all staff (see Appendix 2) - A positive school culture is a key factor in preventing bullying and as such all staff actively promote positive, caring relationships among students and staff and between the school and home. Aggressive or disrespectful behaviour is not tolerated. Bullying behaviours are clearly defined across the school and our PBL High Five strategies on how students can respond to, be an upstander and report incidents of bullying are explicitly taught throughout the year.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Whole school core expectations/behaviours which underpin our school culture.	Students Staff Parents
Prevention	Zones of Regulation	Evidenced based whole school social and emotional curriculum.	Students Staff Parents
Prevention	K-6 transition supports	Transition systems support students to know their classroom, peers and teacher for the following year, providing predictability for students, staff and families.	Students Staff Parents
Prevention	Professional Learning	Ongoing professional learning on classroom and playground management, proactive and preventative practices on wellbeing.	Staff
Prevention	Kindergarten Year 6 Buddy program	Buddy program for Kindergarten students implemented as part of orientation/transition program.	Students Parents Staff
Prevention	Playground Supports	A range of playground structures are available to students including, Chill and Chat Zone, Library open for quiet area, Gardening club, sports shed, sandpit, writing/newspaper club.	Students Parents Staff
Prevention	Attendance Strategy	Preventative supports in place to maximise student attendance, including fortnightly attendance check. The attendance team use the school's Attendance Calculator in excel to calculate class attendance data from School Bytes. Stage teams analyse this data in fortnightly stage meetings and identify patterns of concerns. E.g. unexplained absences. 'Everyday counts' is communicated through our school newsletter each fortnight.	Students Parents Staff
Prevention	Anti-bullying	Whole school explicit teaching on High Five strategies, upstander behaviours are embedded into our PBL matrix and scope of lessons. Lessons on how to respond and report incidents of bullying are implemented throughout the year. Lessons on diversity and inclusion are timetabled around	Students Parents Staff

Care Continuum	Strategy or Program	Details	Audience
		<p>Harmony Day and National Week of Action (NDA) against Bullying.</p> <p>Whole school incursion ‘Backflips against Bullying’ show is also organised annually for all students to attend for NDA against Bullying.</p> <p>Bullying Behaviour is clearly defined and discussed with all staff during staff professional learning sessions.</p> <p>PBL team collate monthly data on the incidents recorded of bullying and proactively support students.</p> <p>School newsletter includes lessons on diversity and inclusion and also the definition of bullying and strategies being taught to students.</p>	
Early intervention	Effective Classroom Management Practices	<p>Explicit teaching of expected behaviours, social skills, emotional regulation and brain development are timetabled across the year. Classroom environments reflect this and include learning tools (e.g., wobble stools, Thera Bands) for students and brain breaks are part of class timetables to ensure optimal learning. Staff follow an evidence-based brain break guideline. Communication with parents is vital, all teachers have regular communication with parents/carers.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>
Early intervention	Learning and Support team Early Intervention practices of support	<p>Teachers to consult with Stage Supervisors and Learning and Support Leader for support strategies leading into Learning and Support possible referrals.</p> <p>Learning and Support Team provide consultation and guidance to all teachers and support staff.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>
Early intervention	Evidence-based strategies which support emotional regulation	<p>Visuals are displayed school-wide, visual cues are used as well as social stories to support routines and procedures.</p> <p>Self-regulation practices are used in classrooms, including brain breaks and heavy work.</p> <p>Zones of Regulation toolkits and regulation stations are in all classrooms.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Aboriginal Education	<p>Aboriginal SLISO employed on a needs basis to support First Nations students.</p> <p>Hearing and Vision tests scheduled for all First Nations students.</p> <p>Cultural days organised for First Nations students to connect with others in our Community of Schools.</p> <p>Welcome BBQ for First Nations families to connect with each other and the school in an informal setting.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>
Early intervention	Anti-bullying	<p>Minnamurra Public School outlines processes for preventing and responding to student bullying in our school. This includes creating and implementing skill development for students identified as being at risk of long-term difficulties with social relationships, and students who previously experienced bullying or engaged in bullying behaviour.</p> <p>Staff professional learning builds the capacity of our staff to identify opportunities for early intervention. It also helps staff respond effectively with appropriate approaches and strategies.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>
Early intervention	Attendance Supports	Assistant Principals monitor residual unexplained absences by contacting families, offering support and updating attendance data where required.	<p>Staff</p> <p>Parents</p>
Targeted intervention	Check-in Check-out	Check-in Check-Out system to support students who require adult check-ins through the day. This is goal orientated and modified to meet the student needs.	<p>Students</p> <p>Staff</p>
Targeted intervention	Learning Support Team	<p>Referral to learning support team for academic, behaviour, attendance, sensory and wellbeing needs.</p> <p>Learning and Support Team to provide recommendations at a school level and externally.</p>	<p>Students</p> <p>Parents</p> <p>Staff</p>
Targeted intervention	Transition strategies	Class to playground, lesson to lesson, grade to grade, school to school.	<p>Students</p> <p>Parents</p> <p>Staff</p>

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Teachers (LaST) Small Group Tuition Funding	Explicit small group instructional teaching to support students requiring additional support in literacy.	Students Staff
Targeted intervention	Zones of Regulation Toolkits	Regulation toolkits are adjusted to meet the needs of the student.	Students Staff
Targeted intervention	Targeted Playground Supports	Negotiated playground supports implemented as required based on consultation with parents, specialists and executive team. SLSOs support structured playground programs based on identified needs of students.	Students Staff Parents
Targeted intervention	Attendance supports	School interviews with parents/carers when students have attendance concerns. Intervention plan to be implemented.	Students Staff Parents
Targeted intervention	Anti-bullying guidelines	When a report of bullying has been made to the school the following targeted process is followed: 1. Acknowledgement of the report – This information is documented in our School Bytes system. The school will talk privately with the reporter about the issue. 2. Assessment – The nature of the report is agreed upon with the reporter. A plan of action is developed with the reporter and family. 3. Gather information – All appropriate information is gathered and relevant school personnel are notified of the matter. A planned approach involving, teacher, executive, student and family occurs. 4. Resolve – School will communicate the progress of the report. 5. Record keeping and actions – Accurate records are taken and kept for identifying patterns and effective support strategies. Follow up meetings are planned.	Students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
		6. Follow up – Support and monitoring of individual/groups of students and families who would benefit from additional support.	
Individual intervention	Individualised Plan(s)	Individual plans are created in consultation with student, families, specialists’ services and teaching staff. These plans include Individual Education Plans, Learning Adjustments, Behaviour Support Plans, RISK assessments and Assisted Travel Plans. These are reviewed regularly following the school’s guidelines and procedures for individualised learning.	Students Staff Parents
Individual intervention	Itinerant Support Teachers	Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	Students Staff Parents
Individual intervention	School Learning Support Officers	SLSO support for implementation of modified individual expectations and goals using Integrated funding support. School developed programs to support behaviour and wellbeing using equity funding.	Students Parents Staff
Individual intervention	Specialist allied health services	Allied Health Services to recommend learning adjustments, equipment and strategies which are appropriate and effective for students.	Students Parents Staff
Individual intervention	Professional Learning	Ongoing whole school professional learning relating to the specific needs of students. To support this a whole staff PDP goal of – ‘expand my understanding of diverse learners in order to develop effective strategies to cater for the learning strengths and needs of all students.’	Staff
Individual intervention	WHIN	Wellbeing and Health In-Reach Nurse program supports the health and wellbeing needs of students and families.	Students Staff Parents

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Assisted Travel Program	Individualised/specialised transport to and from school provided to eligible students with a disability.	Students Parents
Individual intervention	Attendance supports	Attendance team meets to look at school-wide data and discuss any students requiring support – when needed. Individualised letters are sent home to families of students whose attendance fall below 80% for unexplained absences.	Students Staff Parents
Individual intervention	Equity loading supports	SLSO timetabled to support identified students based on behavioural/learning needs. Timetable remains flexible and reviewed based on student needs.	Students Staff Parents
Individual interventions	Assistant Principal - Wellbeing	Develop appropriate behaviour expectations and strategies for all students. Monitor the impact of support for individual students through continuous data collection. Provide functional behaviour assessments to provide consistent strategies and adjustments outlined within an individual student support plan. Support staff to implement proactive and evidence-based strategies to ensure high levels of engagement.	Students Staff Parents
Individual interventions	School Counselling Service	School counselling staff provide individualised intervention for students by providing supports in psychological counselling, specific assessment and intervention strategies.	Students Staff Parent
Individual interventions	Integration Funding Support	Integration Funding Support is additional funding for extra support, such as SLSO in a mainstream classroom. This support provides essential adjustments to access learning opportunities and school experiences.	Students Staff Parent

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 the major (executive managed) or minor (teacher managed) behaviour examples to decide whether the behaviour is teacher or executive managed. Staff also consider whether the behaviour poses a risk to the safety or wellbeing of the student or others and if the

behaviour is repeated. Executive are called to support and respond to all safety risks. (See Appendix 1.)

Major behaviour incidents are recorded on our School Bytes data system.

Teachers respond to behaviours in the classroom following the below response chart.



Minnamurra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Zones of Regulation consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and engagement and allow for students to strengthen peer relationships.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports (toolboxes) so that the student can self-regulate.	1. Contact office to seek help from executive immediately if there is a risk. Otherwise notify student's stage supervisor or executive 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 Intermittent and infrequent reinforcers are recorded on School Bytes.	3. Use direct responses e.g. expectations, 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 incident on School Bytes 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 (Fortnightly PBL	4. Teacher records any incidents of concern in regard to social or emotional competency on School	4. Refer to the school's Learning and Support Team considering current and previous behaviour

lessons, Zones of Regulation program) weekly.	Bytes. 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.	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 contacting parents/carers via phone calls and positive postcards 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. 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. 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
- re-teach 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 and/or suspension.

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](#).

Detention, reflection and restorative practices

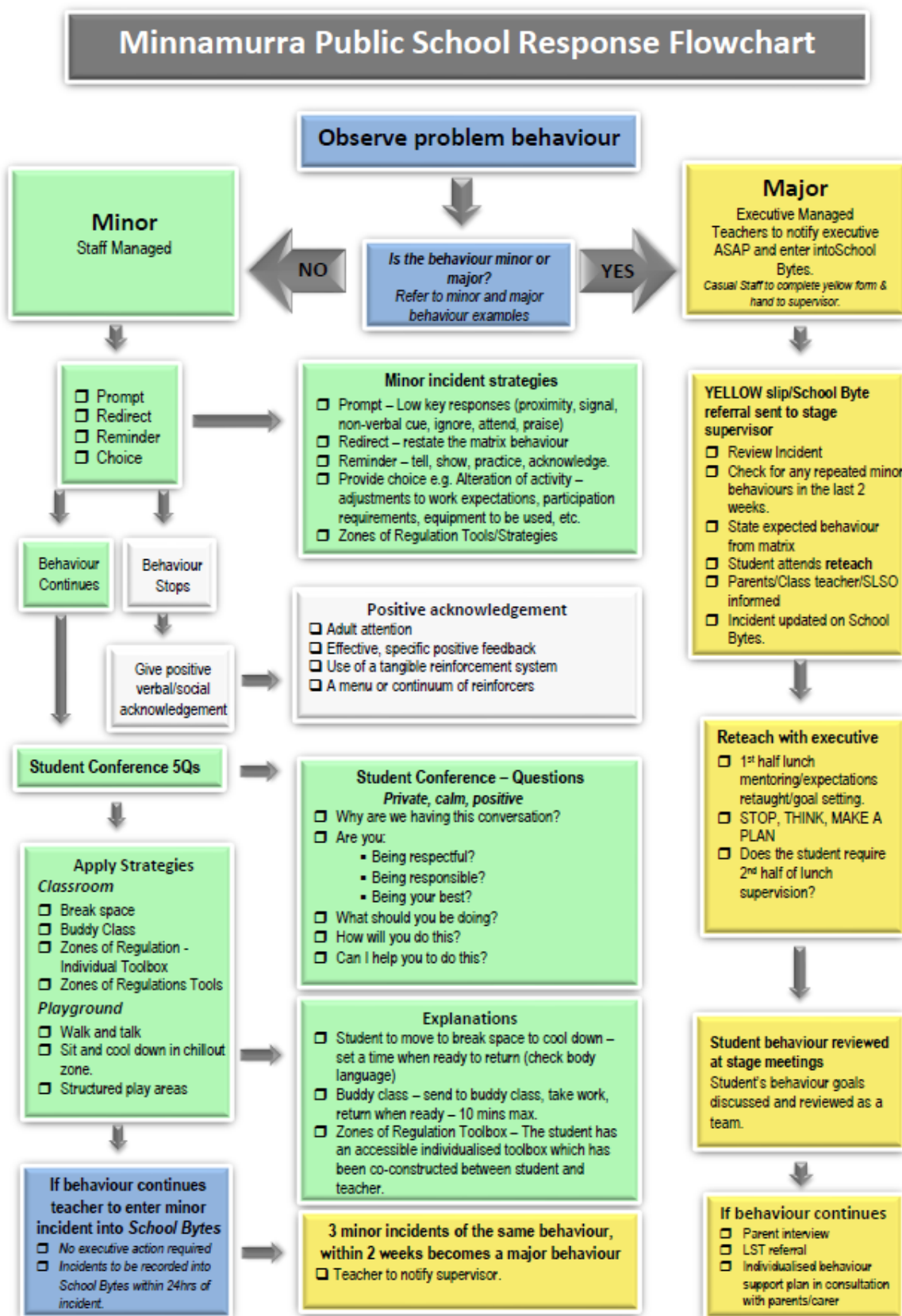
Strategy	When and how long?	Who coordinates?	How are these recorded?
Behaviour categories are clearly defined and are categorised into minor or major behaviours.	Ongoing	Wellbeing Team and School Executive	School Bytes Class programs Casual Folders
Minor incident responses using PBL classroom flowchart including student conferencing and reflective questions.	As required	Classroom teachers	Teacher diaries
Major incident responses using PBL flowchart including student conferencing with executive member.	As required	Stage Assistant Principals	School Bytes
Re-teach – restorative and reflective practices implemented	As required	Stage Assistant Principals	School Bytes

Review dates

Last review date: Day 1, Term 1, 2024

Next review date: Day 1, Term 1, 2025

Appendix 1 – School behaviour response chart



Appendix 2: Bullying Response Flowchart

There is a nationally agreed definition of bullying which all Australian schools now use:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

