

# Marayong South Public School School Behaviour Support and Management Plan

## Overview

Marayong South Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning and Second Step- A Social and Emotional Learning Program.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

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

- To be safe
- To be respectful
- To be a learner

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

- Second Step and PBL lessons
- Student Welfare Days
- Reminders of expectations in class and during assemblies
- Positive rewards system in classrooms
- School merit awards
- Whole school rewards

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Second Step Program	A trauma informed program taught from K-6 to develop skills such as focusing attention in class, problem solving, building resilience and understanding how to name, and respond to, emotions.	K-6 students Staff Community
Prevention	Extra Curricula	Student interest groups and regular cultural activities based on the needs of students. These include groups focused on leadership, Aboriginal education, sport, creative & performing arts and high potential/gifted education.	First Nations students High Potential & Gifted students All students
Early Intervention	PBL	School wide consistent language, positive reinforcement, conferencing and consequences that develop a supportive, predictable environment for students.	K-6 students Staff
Early Intervention	IIS by Learning Support	A specialised program building learning skills for students to fully engage within the classroom.	K-2 students
Targeted Intervention	Rock and Water	A trauma informed program to build confidence and assertiveness for positive interactions with others.	Small groups of K-6 students
Targeted Intervention	Case meetings	Learning Support Team meet with parents, colleagues, external supports, and students (where appropriate), to develop personalised learning plans to support a range of abilities.	Individual students with their support network
Individual Intervention	Various programs	The school engages external programs and services (such as Marist 180 and Learning Grounds) where these may support re-engagement in education.	Individual students

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Students may be required to attend 'Time Out' where they discuss incidents to develop positive behaviour strategies.	When: Recess or lunch How Long: No more than 30 minutes	Principal or delegate	Compass
Students may choose, or be verbally directed, to go to a 'Calm Space' in their own or another classroom/office to complete a self-reflection activity, utilise sensory resources, be guided through 'calm down' strategies and/or talk to staff. Staff may offer students their hand as a non-verbal cue to help students navigate to a Calm Space.	When: As needed by the child How Long: Guided by the child, as long as needed to self-regulate	Classroom teachers Executive members	Compass
Students who abscond may be observed by staff in a safe place as guided by the child (e.g. the buddy bench, a classroom connected withdrawal space). Staff will encourage students to return to a safe space if they occupy an unsafe space (e.g. the carpark). Gates and fences around our school's perimeter help students to remain safe if they abscond from class.	When: Guided by the child How Long: Guided by the child, as long as needed to self-regulate	Teachers and Executive members	Compass

Sometimes students behave in a way that puts them at risk of harm, for example, running onto a road, fighting or trying to leave the school grounds. In emergency or crisis situations similar to these, it may be necessary to use a restrictive practice to keep students safe. Marayong South Public School adheres to the 6 principles when using or planning restrictive practices by ensuring these are: student-centred and relevant to the needs and circumstances of the student; the least restrictive option; used for the shortest time; reduced or eliminated, wherever possible; monitored when in use; and reviewed regularly to ensure they are necessary, effective and are still in line with these 6 principles. Planned restrictive practices are documented in individual student plans created in consultation with school staff and parents, as well as specialists, other Department of Education staff and students (as appropriate). Unplanned restrictive practices are reported in line with Department of Education policies and procedures.

## Partnership with parents/carers

Marayong South Public School aims to partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. We achieve this by building parent and community relationships in a safe, productive school environment. We will work to ensure consistent communication with families and implement case meetings where necessary for the support of our students.

Marayong South Public School will provide regular written communication through our school app, emails, Facebook page and notes sent home with students. We encourage families and community members to use email and social media appropriately to connect with our school and stay up-to-date.

Parents/Carers are asked to make appointments with staff to ensure appropriate time and focus is dedicated to providing uninterrupted, informed conversations about your child's learning and wellbeing.



We work in partnership to promote student learning.



We treat each other with respect and fairness.



We communicate in a positive and constructive manner.

As stated in the Department of Education's School Community Charter, unacceptable and offensive behaviour has no place in our school communities and steps will be taken to address it which may include restricting contact with the school community or, in more serious cases, referral to NSW police.

## School Anti-bullying Plan

Marayong South Public School strives to provide a school environment that is safe and inclusive for all. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [MSPS Anti-Bullying Plan](#)

## Reviewing dates

Last review date: 24/02/2024

Next review date: 24/2/2027