



Morgan Street Public School Behaviour Support and Management Plan

Overview

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

Our school community holds its students at its core. It is our vision to nurture our students to be creative and reflective thinkers who are resilient and engaged learners. Our learning culture will be empowered through fostering high expectations and respectful and collaborative partnerships.

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.

Our school priorities wellbeing and engagement, it forms one of our Strategic Directions in our School Excellence Plan. The purpose for the Strategic Direction is for every face to have a place at Morgan Street Public School. A valued and authentic sense of belonging is needed to result in true engagement. Engagement and wellbeing will be led through whole school practices, fostering positive relationships and promoting a supportive environment to allow our students to connect, succeed, thrive and learn.

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

- Positive Behaviour for Learning (PBL)
- The Resilience Project
- Berry Street Education Model

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

Morgan Street 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

Morgan Street Public School partners with parents/carers supporting our 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 developed surveys, Tell Them From Me surveys, consulting with the P & C and local AECG
- using gathered information to review school systems, data and practices.

Morgan Street Public School will communicate these expectations to parents/carers through the school newsletter, school website, Sentral Parent Portal and social media. 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

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

P.R.O.U.D.

Play safely and sensibly

Respect others and property

Own your behaviour

Use your manners

Do your best

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>.

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 PBL classroom and playground expectations

- establishing predictable routines and procedures that are communicated clearly and taught 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	Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Values are explicitly taught and reinforced in classrooms, playgrounds and whole school assemblies. Students receive PROUDIES for being recognised exhibiting the Morgan Street PS P.R.O.U.D. values. Whole school PROUDIES tally towards whole school rewards.	All
Prevention	The Resilience Project	The Resilience Project delivers emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience.	All
Prevention	Ready to Learn	Ready to Learn supports all students with their emotional literacy, coping skills and social and emotional development.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 – 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K – 6
Prevention	Student Representative Council	Students elect peers to represent their class as a voice in school decision making. They discuss school issues, offer suggestions and ideas and act as a voice for students. Meetings occur regularly throughout the school year.	Students K-6
Prevention / Early	Australian eSafety	The toolkit resources are categorised into four elements: Prepare, Engage, Educate	All

Care Continuum	Strategy or Program	Details	Audience
Intervention / Targeted / Individual	Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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.	
Prevention / Early Intervention	Transition	Pre-School visits, parent meetings and additional transition sessions if needed. School Nurse health screenings. Planned transitions occur for Pre-School to Kinder, Year 2 to Year 3 and Year 6 to Year 7.	Individual students K – 6 and year cohorts
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 co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Targeted / Individual intervention	SLSO Supports	SLSOs work with identified students in the classroom and the playground to support reaching identified learning goals.	Individual students / small groups
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
Individual intervention	IEP / PLP	Planning and meeting with parents to create learning plans for students requiring identified supports.	

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.

Morgan Street Public School 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 Sentral. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach 	<ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach

<ul style="list-style-type: none">• seat change• stay in at break to discuss/ complete work• conference• reflection and restorative practices• communication with parent/carer.	<ul style="list-style-type: none">• play or playground re-direction• walk and talk with teacher• reflection and restorative practices• communication with parent/carer.
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Morgan Street Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning, The Resilience Project and Berry Street Education Model consist 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.

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
<p>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.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum 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. 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.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent (PROUDIES) • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on Sentral.</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. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. The Resilience Project lessons are taught in class each week. P.R.O.U.D. expectations taught.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated.</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>
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual (Merit / GEM Awards) and class behaviour (Class of the Week) are given at fortnightly school assemblies.</p>	<p>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.</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 on 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
- 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 procedure](#)
- [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 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.

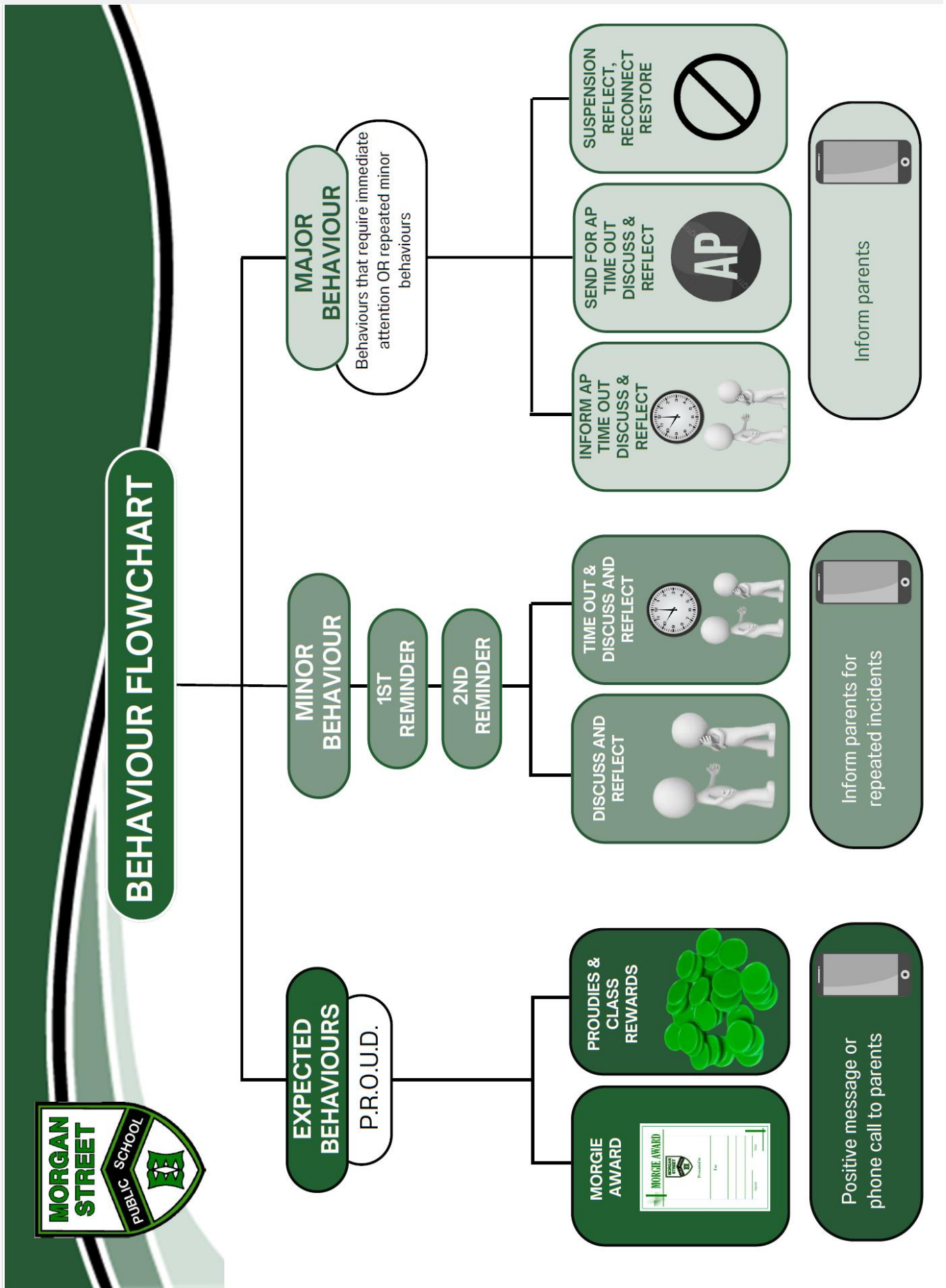
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection time – a structured debriefing and planning after an event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Teacher / Assistant Principal	Documented in Sentral
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	Assistant Principal	Documented in Sentral
Restorative practice – peer mediation or circles in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in Sentral

Review dates

Last review date: [13th February 2025: Day 1, Term 1, 2025]

Next review date: [21st July 2025: Day 1, Term 3, 2025]

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Morgan Street 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.

