



NSW Department of Education

Marrickville Public School Behaviour Support and Management Plan

Overview

Marrickville 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:

[Grow Your Mind Schools Program](#)

[Life Skills Go](#)

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

Marrickville 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

Marrickville Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECC
- using concerns raised through complaints procedures to review school systems, data and practices.

Marrickville 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

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

To be safe, respectful learners

Safe	Respectful	Learner
Be in the right place at the right time	Listen to and follow staff instructions	Try your best
Keep hands and feet to yourself	Care for and include others	Make positive choices with a growth mindset
Play and move safely across the school	Care for all belongings and equipment	Be responsible for your learning and actions

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 cyberbullying 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	Grow Your Mind Schools Program	This is an evidence-informed social and emotional wellbeing program that is based on positive psychology, social and emotional learning, public health and neuroscience and is designed to build the foundational knowledge and skills essential for looking after mental health.	All
Prevention	Child Protection	Teaching Child Protection education is a mandatory part of the syllabus.	Students K-6
Prevention / Early Intervention / Targeted Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	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

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Life Skills Go	This is an emotion and wellbeing data collection tool that measures student readiness to learn, supported by a comprehensive library of evidence-based and curriculum-aligned resources.	All
Targeted / Individual intervention	Learning and Support	The LAST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / Individual Intervention	Attendance Support	The LAST refers 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	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

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.

Marrickville 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 on 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 – the behaviour of concern is managed by the school executive.
- Corrective responses are recorded on the Behaviour / Wellbeing ITD system.

These include:

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

Marrickville Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Grow Your Mind and Positive Behaviour for Learning lessons 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.

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>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 the office to seek help from the executive straight away if there is a risk. Otherwise notify the 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, and 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 are scheduled for a later time, determined by the context and nature of the incident.</p>

<p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on the Schoolbytes system.</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. The executive collects information and reviews the incident from multiple perspectives to determine the next steps. Executive to record incidents on Schoolbytes and contact parent/carer by email or phone. The executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social-emotional learning lessons are taught weekly.</p>	<p>4. Teacher records on the Behaviour/wellbeing ITD system by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.</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>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<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 and class behaviour are given at fortnightly school assemblies.</p>	<p>Teachers contact parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by the 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 Schoolbytes. These may include:

- review and document incident
- determine appropriate response/s, including support 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.

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](#).

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.

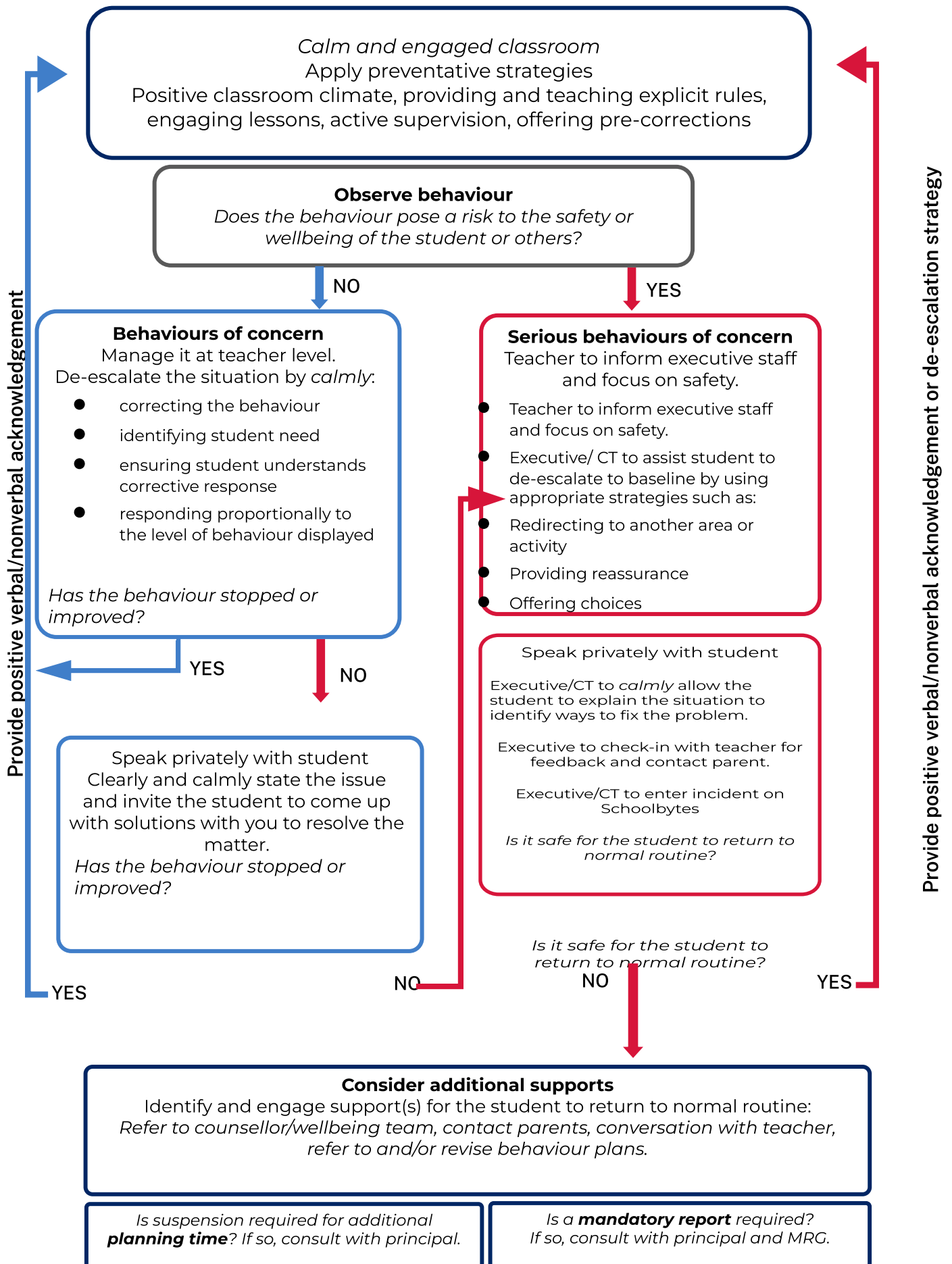
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	The next day at either lunch or recess break	Assistant Principal	Documented in Schoolbytes
Alternate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

Review dates

Last review date: 6 February 2025

Next review date: 28 January 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

