

NSW Department of Education

School Behaviour Support and Management Plan

Overview

At Mount Riverview Public School students are at the heart of all we do.

We strive to develop a positive and inclusive culture where all people are respected, valued and encouraged to be active members of our school community. We have high expectations for teaching and learning, and for the care of our students. We inspire a love of learning in our students and staff. We see challenges as learning opportunities and embrace them with creativity and determination. Our school is a place where students strive for personal growth in their academic, social-emotional, physical and behavioural development. We are committed to developing and maintaining open, collaborative relationships between students, staff, parents and the wider community.

Partnership with parents and carers

Mount Riverview 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 methods, such as Tell Them From Me surveys, consultation with P&C and SRC, school surveys and anecdotal records.

The school expectations will be communicated generally to parents/carers through the school newsletter, Educom, and more specifically through emails, phone calls and meetings.

School-wide expectations and rules

Expectation – Be safe	Expectation – Be respectful	Expectation – Be a learner
Follow staff instructions.	Look after your own belongings.	Be prepared for learning.
Keep hands and feet to yourself.	Keep our school clean and tidy.	Allow everyone to learn.
Be in the right place at the right time.	Listen attentively.	Make positive choices.
Move in a safe and sensible way.	Use good manners.	Try your best.
Use equipment appropriately.	Be inclusive.	Stop, look, listen and think.
Practise good hygiene.	Celebrate the achievements of others.	Be an active class member.
	Treat others with kindness.	Play by the rules in all situations.
	Maintain personal space.	

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. 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.

Prevention – Establish and maintain safe, respectful learning environments for all students.	
Positive Behaviour for Learning	Evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.
Trauma Informed Practice	Focused on how school staff and leaders can better relate to and support the wellbeing and learning of children who have experienced trauma.
PDH Curriculum	Explicit teaching and learning programs delivered by class teachers. Focused on specific content areas - Respectful relationships and safety, Self management and interpersonal skills.
Transition Programs	Planned opportunities to connect students, staff and families during key points of transition to our school (Kindergarten) and to Blaxland High School (Year 7).
Student Leadership Program	Opportunities for all Year 6 students to have a school service and/or leadership role and participate in a targeted Year 6 leadership day to support development of skills and understandings.
SRC & Futures	Opportunities for nominated students as class representatives who consult on and respond to issues relevant to the student population, such as fundraising and environmental education initiatives.
Communication with Parents	Parent/carers encouraged to speak with teachers as needed. Opportunities for targeted communication establish/maintain positive relationships and collaboratively plan for student needs.

Early Intervention – Early responses to behaviours of concern can encourage students to learn positive behaviour choices.	
Smiling Mind	Mindfulness practice designed to support social and emotional skills development and mental health.
The Resilience Project	Whole school wellbeing program that teaches and supports positive mental health.
Pikas Method	Non punitive approach for working with students involved in bullying. Seeks to empower students to negotiate a solution. Requires regular ongoing monitoring.
Personalised Learning and Support	Supports a wide range of students with additional learning and support needs.

Targeted Intervention – Facilitating positive behavioural support includes explicit teaching of expected behaviours as well as reasonable adjustments to support effective teaching and learning practice.	
Personalised Learning and Support	Supports a targeted group of students with common additional learning and support needs.
Behaviour Monitoring Systems	Methods for tracking student wellbeing in order to ensure timely support as needed. Includes strategies such as Check In & Check Out; Behaviour Card; Playground Plan.
Attendance Support	Attendance data is monitored twice per team. Students with concerning patterns of attendance are reported to LST and/or Executive for planning follow up actions.
Functional Behaviour Assessment	Process for collecting information to determine why behaviours of concern occur and to serve as a basis for developing individualised support plans.
Behaviour Support Planning	Data responsive strategies developed, implemented, monitored and reviewed to address target behaviours demonstrated as common needs by a group/cohort of students.
Social Skills Program	Explicit teaching and learning program delivered by Learning and Support Teacher to address identified needs for small groups of students. Aimed at supporting their development of social and emotional skills.

Individual Intervention – Students may require comprehensive systems of support that require regular reviews in consultation with parents/carers, Team Within a School and Team Around a School.	
Attendance Support	Attendance data is monitored twice per team. Students with concerning rates and/or patterns of attendance are reported to LST and/or Executive for planning individualised follow up actions.
Learning Support Team	Supports the learning and wellbeing needs of students with disability. Utilise a variety of individualised planning options in consultation with parents/carers and external support personnel.
Individual Education Planning	Supports individual students to effectively engage in learning and school activities, addressing their specific needs and relevant goals.
School Counselling	Contribute to student wellbeing of referred students by providing specialised psychological assessment, counselling and intervention services.
Behaviour Support Planning	Data responsive strategies developed, implemented, monitored and reviewed to address target behaviours demonstrated as common needs by individual students.
Verbal Interventions/ Safety Interventions (VISI)	Trauma informed and person-centred approach that improves safety and reduces risk in schools.
Allied Health Programs	Partnerships with allied health services to ensure learning adjustments are appropriate and effective for students.
Team Around a School	Co-ordinated system-wide approach that utilises the skills and expertise of specialist staff to support schools through a dedicated team.
Community Supports and Networks	Agencies working as supports for families, who provide services to address the needs of individual students, such as health, counselling, therapy.

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

Promoting positive student behaviour

Our school uses a Positive Behaviour for Learning (PBL) approach to school discipline, which provides a framework for the school and its community to collectively support the wellbeing of every student. When implemented well, students respond positively as they have been taught what is expected of them, staff deliver consistent responses to student learning and behaviour, and unproductive and challenging behaviour can be significantly reduced for most students.

Teachers utilise a range of proactive strategies to ensure students are given the best opportunity to participate successfully in their classroom learning. These strategies are tabled below.

Environment:	Verbal:
<ul style="list-style-type: none"> organised learning space informed seating plan visible lesson schedule planned transitions accessible equipment follow routines teacher punctuality to duty/class reward systems (individual & group) calm space student work on display only relevant visuals congestion free traffic areas adequate ventilation and lighting access to water 	<ul style="list-style-type: none"> concise directions redirection rephrasing individual direction/meeting acknowledge others more positives than negatives regular praise and feedback descriptive encouragement rule reminders ask a question give choices clear commands calm tone/pitch controlled volume non-emotive response direct movement of students acknowledge feelings diversion
Expectations:	Non-Verbal:
<ul style="list-style-type: none"> display PBL rules display reward systems display positively stated class rules refer to PBL matrix regularly conduct regular PBL lessons develop routines of practise acknowledge expected behaviours use clear process for accessing calm space 	<ul style="list-style-type: none"> calm manner eye contact same eye level proximity personal space body posture hand gesture facial expression tactical ignoring direct movement of students give 'take up time'

Recognising and reinforcing student achievement and positive behaviour

At Mount Riverview Public School, we recognise positive student behaviour through our whole school PBL reward system based on awarding “Warins”. Warins are PBL tokens that are awarded in the classroom and the playground for positive behaviour. The students at Mount Riverview Public School are expected to act according to the school’s values of Be Safe, Be Respectful and Be a Learner. We use a variety of awards to encourage positive behaviour and we uphold high expectations of exemplary behaviour for students wanting to achieve the most prestigious PBL awards.

Class Awards:

Teachers are able to use their own systems of ‘free’ and ‘frequent’ awards to praise students for improved behaviour and encourage ongoing efforts to meet the school’s PBL expectations.

Classroom Warins:

Classroom Warins are given out in the classroom for students demonstrating PBL expectations related to being safe, respectful learners. Each class teacher keeps a record of Classroom Warins given out to each student and they are placed in the class PBL box in the classroom. Each teacher will aim to hand out a minimum for 5 Warins each session. Each class will set a goal of classroom Warins to be reached, e.g. 1000 Warins. When this goal is reached, the class will decide on a whole class PBL reward.

Each student receives a Mt Riverview Student Awards Record at the beginning of each year which is kept in a class folder within the classroom. When students receive 5 Warins, they earn a Mt Riv stamp, which is placed on to their chart. Students work towards the following rewards throughout the school year:

Gold Award = 25 Mt Riv stamps

School Banner = 50 Mt Riv stamps PLUS

No ‘major’ behaviours of concern all year.

No ‘minor’ behaviours of concern in the current term.

School Medallion = 75 Mt Riv stamps PLUS

No ‘major’ or ‘minor’ behaviours of concern all year.



We expect students to consistently demonstrate safe, respectful learner behaviours to be eligible for the school’s highest level awards.

For any student demonstrating ‘minor’ behaviours of concern, presentation of any School Banner will be held over until the next term.

For any student demonstrating ‘major’ behaviours of concern, their Mt Riverview Student Awards Record will be retained by the Principal, and they will restart the award tracking process (at zero Mt Riv stamps).

When students have reached their goal of Mt Riv stamps for the above awards, they take their chart to the Principal who keeps a record of the award level attained.

Eligible students will be presented with their Gold Award or School Banner at the next Captain’s Assembly. These awards are organised by the Principal. School Medallions will only be presented at the end of year Presentation Assembly.

Merit Certificates:

Every class is allocated a set of Merit Certificates each term. Merit Certificates are presented at our K-2 and Year 3-6 assemblies. Class teachers select students for these awards to recognise their demonstration of specific PBL expectations. They are used to reward those students who consistently meet these expectations. 1 Merit Certificate = 5 Mt Riv stamps

Playground Warins:

Playground Warins are handed out in the playground for students following playground rules and being safe, respectful learners. When students return to class, they write their name and class on the back and place them in the playground PBL box in the classroom. Each class teacher keeps a record. Once a week at the K-6 morning assembly, two Warins are drawn for each class and those students are recognised and awarded a Mt Riv stamp on their record. All the Warins are placed into a whole school collection, with the aim being to reach a set point where the whole school will be rewarded with something special decided upon by the SRC. Examples of whole school rewards include to watch a movie in class or have extra play time.

End of Year Awards

The following are awarded at the Presentation Day assembly:

- Class awards for academic achievement, outstanding attitude towards learning, citizenship and achievement/progress in a specific learning area.
- Library awards
- RFF awards
- Janene Cordrey - Quiet Achiever award
- Trish Doyle MP Leadership awards
- Anderson award for the Arts
- RSL School Spirit award
- Learning Support award
- Anderson Family Encouragement award
- PBL School Medallions
- Premier's Sporting Challenge Medallions
- Winning Sport House Shields
- Sportsman and Sportswoman of the Year
- Swimming and Athletics Age Champions
- Library Monitor certificates
- Captains and Vice Captains service recognition



The following are awarded at the Year 6 Graduation assembly:

- Consistent Achievement award
- Citizenship award
- Blaxland High School Scholarship award
- Principal's award
- Sport House Captains certificates
- Computer Monitor certificates
- School Service certificates



Responding to inappropriate student behaviour and behaviours of concern

Low Level Behaviours of Concern: If a student demonstrates these behaviours, the supervising teacher will respond in a way which prompts the students to demonstrate a safe, respectful behaviour. There is no need to record these behaviours in the digital system.

Inappropriate Behaviour Examples	Possible Consequence
Not wearing a hat	Direct them to play in the shade
Throwing away food	Remind them to tell a parent they don't like that food
Talking out of turn	Remind them to put up their hand and wait their turn
Playing with sticks	Remind them to play safely or to put them back in the garden
Walking in garden	Direct them to walk on the path
Walking on seats	Direct them to walk on the ground
Running on concrete	Direct them to walk/move safely



Minor Behaviours of Concern: If a student demonstrates these behaviours, the supervising teacher will respond in a way which prompts students to demonstrate the expected behaviour and/or implements an appropriate penalty. The behaviours must be recorded in the digital system by the supervising teacher before the end of the day. Class teachers will monitor the number of incidents involving these behaviours for each student. **If these behaviours are demonstrated repeatedly (3 times), there will be an escalated response as per major behaviours of concern. The class teacher will enter the concerns as a new ‘major’ incident and ‘notify’ the Assistant Principal.**

Behaviours of Concern	Possible Consequence	
	Penalty	Support
Misuse of property/equipment Inappropriate verbal language Inappropriate physical contact Not following game rules Not following instructions Not completing work Littering Sharing food Playing in toilets Late to class/lines Out of bounds Repeated low level behaviours	Name on board warning Separate relevant students Walk/sit with teacher Loss of play Restricted play area Loss of privilege Removal from special activity Clean up mess Finish work during free time or play time Set incomplete work as homework Restitution exercise to give back Verbal apology Parent contact – phone call or email School Banner held over until next term Not eligible for School Medallion	Reminder of expected behaviour Verbal encouragement Model expected behaviours Reward others Pre-correction Redirection Refer to visual cues/prompts Adjust seating plan Conference with student Restorative chat Small group PBL lesson Reteach expected behaviour Take version of events Reflective discussion Buddy/mentor support Circle Time activities Time to practise expected behaviour Warning of penalty

Responding to serious behaviours of concern

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.

Major Behaviours of Concern: If a student demonstrates these behaviours, the supervising teacher will respond in a way which ensures the safety and wellbeing of all involved - staff and students. They will refer the incident to an Executive for follow up. The behaviours must be recorded in the digital system by the supervising teacher before the end of the day and a verbal notification given to an Executive immediately. That same day, the responding Executive must contact parents of all students involved, including victims, to notify them of the issue.

Inappropriate Behaviours	Possible Consequence	
	Penalty	Support
Repeated non-compliance over time Intentional refusal to follow staff instruction Absconding/truanting Abusive or swear language Verbal aggression/threats Racism Intentional property damage/vandalism Theft/forgery Using breach of personal space to threaten Physical aggression/fighting Bullying behaviour Inappropriate sexualised behaviour Using weapon/implement as a weapon Possession or use of knife/ blade Possession or use of drug Possession or use of tobacco/vape Possession or use of alcohol Criminal act	Task completion with Executive Withdrawal from class or playground Parent contact – letter, phone call or email Written apology Loss of privilege Removal from special activity Restitution exercise to give back Detention Behaviour Card system Restricted play plan (area, times, activities) Replacement of property School service project Warning of Suspension Suspension Expulsion Report to NSW Police Restart Mt Riverview Student Awards Record Not eligible for School Banner or School Medallion	Parent interview Conference with student Reflection Sheet Check in system Pikas Chat Teach/reteach expected behaviour Research task ARCO intervention Referral to LST School Counsellor intervention LaST intervention SLSO allocation Behaviour Response Plan Staff scripts Visual cues/prompts Part day exemption from attendance plan Functional Behaviour Assessment Ongoing case meetings Suspension resolution meeting External agency intervention External organisation program Mandatory Reporter Guide NSW Youth Liaison Officer support

Responding to bullying behaviours

Bullying:

- involves repeated actions;
- is intended to cause distress or harm; and
- is grounded in an imbalance of power.

Bullying can be understood to occur in three forms: face-to-face bullying, covert bullying and online bullying.

Face-to-face bullying, also called direct bullying, is overt and easier for adults to detect. It can include physical actions such as punching or kicking, and verbal actions such as name-calling and insulting.

Covert bullying, also called indirect bullying, is hidden from adults. It can include behaviours such as spreading rumours, excluding, threatening, blackmailing, whispering and stealing friends.

Online bullying, also called cyberbullying, is a specific type of covert bullying that uses electronic forms of contact. Online bullying is difficult for adults to detect or track, and can be particularly harmful to the targeted student because of the large potential audience.

(*Anti-bullying interventions in schools – what works?*, Centre for Education Statistics and Evaluation, 2017)

Preventative Strategies:

- Classroom Behaviour Management
- Explicit Teaching
- Learning Support Team
- Personal Development Curriculum
- Playground Data
- Playground Supervision
- Positive Behaviour for Learning
- Information for Parents

Responsive Strategies:

- **Direct Sanctions** - These are consequences used in conjunction with proactive strategies. Examples include loss of privileges, verbal reprimands, detention.
- **Parent/Carer Involvement** - Communication with parents/carers about bullying incidents is welcomed and expected as they may be the initial informants of bullying behaviours. Parents/carers will be kept informed about any information gathered by staff relating to their child's involvement in a bullying incident as well as any responsive and preventative action taken. Relevant anti-bullying information and resource links are provided to parents through the school newsletter or specific notes home.
- **Pikas Method** – This is a non-punitive approach for working with groups of students involved in bullying, and seeks to empower students to negotiate a solution to the issue through a series of meetings with the Principal or Assistant Principal. This approach involves developing a plan of how to resolve the situation and provide support to the student who has been bullied as well as the student/s engaged in bullying behaviour. It requires ongoing monitoring following development of the resolution plan.

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention and reflection	<p>Conducted during a break time</p> <p>Duration is determined by the attending Executive (maximum 25 minutes)</p> <p>All students will be provided access to their food, water and to the toilet</p> <p>Students will be supported to engage in reflection of their inappropriate behaviour and to plan for more appropriate choices</p>	Executive	<p>Electronic detention register</p> <p>Letter to parent</p> <p>Student Reflection Sheet</p>
Teacher-directed time out	<p>A planned behaviour intervention implemented as part of a behaviour support plan, aimed at supporting self-regulation and preventing behaviour escalation.</p> <p>A student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.</p> <p>The teacher monitors the student.</p> <p>The student is directed to a space within the classroom, where they remain visible and can be supported by restorative conversation.</p> <p>Duration is for the shortest possible time.</p>	Teacher or Executive	Electronic behaviour incident register

<p>Self-directed time-out</p>	<p>A planned informal behaviour support strategy, aimed at supporting self-regulation and preventing behaviour escalation.</p> <p>A student is permitted to remove themselves from a situation or environment that causes stress or may be triggering ('take space').</p> <p>A student must move to a prearranged space.</p> <p>A student may be permitted to move freely to 'take space' within the classroom.</p> <p>A student must request permission (signal/verbal) first before leaving the classroom to 'take space'.</p> <p>Duration is an agreed timeframe as negotiated in the student's behaviour support plan.</p>	<p>Teacher Student</p>	<p>Functional Behaviour Assessment tracking (optional)</p>
<p>Seclusion</p>	<p>Confinement of a child in a setting they are physically unable to leave, or from which they believe they cannot leave, for any length of time without supervision.</p> <p>Seclusion is not permitted, except in response to an emergency or crisis where there is an immediate risk of harm to a student, staff or other students.</p>	<p>All staff</p>	<p>Electronic behaviour incident register</p> <p>Incident Report and Support Hotline</p>

Review dates

Last review date: 19 December, 2024

Next review date: 19 December, 2025

