

St Marys South School Behaviour Support and Management Plan

Overview

St Marys Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to engage with their learning. Key programs prioritised and valued by the school community are the whole-school SEL (social and emotional) curriculum, PAX Good Behaviour Game, Restorative Practice, and Reflection.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Kindness and Respect.

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

- A whole-school Social and Emotional Curriculum (SEL)
- A whole-school approach to positive behaviour management: PAX Good Behaviour Game.

Behaviour Code for 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>

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	Whole-school Behaviour Management Program.	<ul style="list-style-type: none">• PAX means peace, productivity, health, and happiness, and the PAX Good Behaviour Game helps create and strengthen these in each classroom.	Whole Schol

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma-informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity, and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation, and confidence. PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach. Schools using PAX GBG report: <ul style="list-style-type: none"> Increased time for teaching and learning Increased attention to and completion of academic tasks Engaged learners Improved learning outcomes Reduction in off-task and disruptive behaviours. 	
Prevention	Whole-school SEL (Social and Emotional Curriculum) supported by school-wide, trauma-informed school routines.	<ul style="list-style-type: none"> Strong teacher/ student relationships. Explicit teaching and modelling of specific skills, including behaviour expectations and social skills. Consistent teacher expectations, routines, modelling and responses to student behaviour. 	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Whole-school Playground Awards System 	<p>Playground Legends!</p> <p>An instantaneous "ticket" system - instant recognition slips on the playground for appropriate behaviour. Students are responsible for writing their names on the tickets and placing them into the raffle box (K-2/ 3-6).</p> <p>A winning ticket will be drawn from each box at each whole-school assembly, and the student receives a \$5 canteen credit.</p> <p>K-2 and 3-6 have different coloured tickets to prevent older students from taking tickets from younger students.</p> <p>There will be two raffle boxes provided for entry.</p> <p>Once the raffle is drawn, the remaining tickets are discarded, and the probability of winning is reset.</p>	Whole School
	Class-based systems of expectations and positive reinforcement.	All classes develop a PAX Vision to identify the appropriate behaviours within the classroom.	Whole School
	Whole-school Merit Awards.	<p><u>At each assembly:</u></p> <p>Teachers award 1 x merits and 1 x SEL (social and emotional) awards. Merit awards are at the teacher's discretion (class-specific) and should be tracked by the classroom teacher.</p> <p>SEL awards relate directly to students displaying prosocial behaviours as explicitly covered in</p>	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention		<p>the curriculum.</p> <p>Class of the Week must be tracked on a shared document to ensure the acknowledgement is evenly distributed throughout the school. Class of the Week are awarded the privilege of sitting on chairs at the next assembly.</p>	
	Gold Badges	<p><u>Gold Badges</u></p> <p>This system will continue. However, the limits on the number of students who receive Gold Badges will be higher. The goal is to inspire as many students as possible to participate in the end-of-year fun day. Limits will not be imposed if students consistently demonstrate the criteria for receiving a Gold Badge.</p> <p><i>Criteria include:</i></p> <ul style="list-style-type: none"> • Consistent and sustained demonstration of school expectations (rules) in all areas. • Consistent and sustained high attendance. • Consistent and sustained pride in personal presentation and looking after belongings. This includes wearing a full school uniform. • Consistent and sustained effort in all class activities. • Consistent and sustained display of pro-social behaviour on the playground. • Consistently polite and courteous. • Consistent and sustained all-round effort. 	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Attendance Intervention Model and Strategies	Monitor and reinforce the importance of regular school attendance with students via class teachers and regular communication with parents/carers through the fortnightly newsletter and the School Bytes App.	Whole School
	Student Leadership Opportunities	<ul style="list-style-type: none"> Leadership opportunities for year six students (School Captain, Vice-Captain, Prefect). Various opportunities in years two to six, e.g., SRC, House Captains, and Library Monitors. 	Years two to six
Early Intervention Early Intervention	Class-based supports	<ul style="list-style-type: none"> Individualised class-based learning and support programming. 	Whole School
	The Learning and Support Team: Personalised learning and support plans	<p>Developed with the support of the Learning and Support Team:</p> <ul style="list-style-type: none"> De-escalation Plans Behaviour Response Plans Individual Education Plans Individual Health Care Plans Attendance Improvement Plans. 	Individual students
Targeted and Individual Intervention	Welfare Officer (Chaplain)	<ul style="list-style-type: none"> Individualised and small group intervention for social skills programs and wellbeing support. 	Individual students
	Coordinated Support	<p>School leaders engage and work alongside Department of Education specialist staff, including APLaS Support, Behaviour Specialists, Home School Liaison Officers, and Access Requests for funding or support class placement.</p> <p>External Agencies are included as required and appropriate.</p>	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Formal Caution of Suspension and Suspension Resolution Meetings	<ul style="list-style-type: none"> Principal, Assistant Principal, Teacher (when possible), parent/carer and student attend. Documentation for support developed collaboratively, monitored, and reviewed. 	Individual students

Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Early Intervention – Playground Reflection Time	20 minutes (as needed) at lunchtime. Restorative Practice conversation and Reflection sheet.	Executive Staff	Using School Bytes
Targeted Intervention – Restorative Justice Practices	20 minutes over consecutive days. Executive Staff supports students in working through Restorative Practice relevant to their behaviour. Restorative Practice booklet including Reflection Sheet and scaffolded apology.	Executive Staff	Using School Bytes. Communication with parents/carers.

Partnership with parents/carers

St Marys South Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by:

- Working in partnership to promote student learning.
- Treating each other with respect and fairness.
- Communicating in a positive and constructive manner.
- Professional relationships with all school community members are based on transparency, honesty and mutual respect and align with the School Community Charter.
- Diversity is respected, and we promote tolerance and understanding.
- Our school staff and community will not tolerate aggressive and intimidating actions.



St Marys South Public School will communicate these expectations to parents/carers by:

- School Bytes App alerts
- School meetings
- School events
- DoE Complaints Handling processes.

School Anti-bullying Plan

<https://stmarysth-p.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

Reviewing dates

Last review date: Term 1, 2024.

Next review date: Term 1, 2025.