

# Morpeth Public School - School Behaviour Support and Management Plan

## Overview

Morpeth Public School is committed to providing an inclusive, engaging and respectful school culture that supports the well-being, growth and attainment of all students and staff.

Our school will continue to focus on measurable, continuous and sustainable improvement, underpinned by quality practices, the rigorous evaluation of data and the embedding of productive alliances with school stake holders.

Principles of positive behaviour support, 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.

Morpeth Public School’s Learning and Wellbeing (LaW) team is responsible for planning and developing support for students.

Positive Behaviour for Learning (PBL) provides explicit expectations for students regarding behaviour expectations in all school settings.

## Partnership with parents and carers

Morpeth Public School is committed to working in collaboration with parents and carers to ensure school planning and service delivery is informed by authentic consultation.

## School-wide expectations and rules

Expectations for student behaviour is based on the school PBL universal settings matrix.

Expectation - Respect	Expectations - Responsibility	Expectation – Personal Best
Cooperate with others	Be organised	Complete your best work
Listen actively	Own your actions	Make positive choices
Speak and act positively	Be in the right place at the right time	Participate actively
Use manners	Follow the rules	Strive to improve

## 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 to respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based practices that set the tone for engagement with learning and respectful relationships with others.

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 and engaging learning activities 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
<b>Prevention</b>	PBL	Expected behaviours, in all school settings, are explicitly discussed and taught during weekly classroom lessons.	All students
<b>Early intervention</b>	Kindergarten Orientation	Principal and AP meet with parents and carers, of all enrolling Kindergarten students, to develop an understanding of the needs of student. Students attend a three-session orientation program, while parents and carers attend information workshops with key staff. Additional transition visits or Learning and Wellbeing intervention is scheduled for students who require further support	Kindergarten students and their families
<b>Emotional Support</b>	Second Steps	Students in K-2 participate in Second Steps, a program that assists students to develop skills to support emotional awareness. The program assists students to experience	Students in Years K-2

Care Continuum	Strategy or Program	Details	Audience
		positive interactions and friendships with others.	
<b>Student Transitions</b>	Student and family meetings	Principal meets with students and family members at the time of enrolment enquiry. Meetings provide an opportunity for families to provide information that will assist the student's transition to the school. A profile is developed that informs any need for additional support. The student is also provided with an orientation 'induction' during the meeting, that involves a tour of the school, meeting relevant staff and a general discussion about school procedures.	All enrolling students and their families
<b>Targeted intervention</b>	Health	Personalised plans are developed for students who require additional support to manage health conditions. Meetings are coordinated by LaW team and include family members and relevant health professionals.	Students who require health support while at school
<b>Targeted Intervention</b>	Behaviour	Personalised plans are developed for students who require additional support to manage behaviour. The meetings are coordinated by LaW team and include family members and relevant health professionals and support personnel.	Students who require behaviour management support while at school
<b>Targeted Intervention</b>	Disability	Personalised plans are developed for students who have a disability. Plans are developed to assist the student to engage in learning and participation activities at school. The meetings are coordinated by LaW team and include school counsellor, family members and relevant health professionals.	Students who have a disability
<b>Personalised Support</b>	Personalised Learning Support	Students who require learning support are identified through assessment and teacher observation. Personalised Learning and Support Plans (PLaSP) are developed to provide personalised and targeted intervention to support learning.	Students who require additional learning support
<b>Personalised Support</b>	Personalised Learning Pathways (PLPs)	PLPs are developed for Aboriginal students. Plans are developed in consultation with student and parent / carer and include	Aboriginal Students

Care Continuum	Strategy or Program	Details	Audience
		measurable academic, cultural and social goals.	
<b>Personalised Learning</b>	Identification of high potential	Students, who display high potential in the academic, physical, creative and / or social and emotional domains are identified and supported through specific programs that are underpinned by explicit teaching.	High Potential Gifted Education (HPGE) students

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

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 consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is a challenging, complex or unsafe behaviour that requires more strategic and intensive interventions.

A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour - See Appendix 1.

- **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 School Bytes system.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• conference</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• communication with parent/carer.</li> </ul>

Morpeth Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

The school’s PBL ‘Universal Settings’ matrix provides the framework for student behaviour and it assists students to make positive choices in all settings.

PBL also assists students to develop self-regulation strategies, reduce impulsivity, increase focus and strengthen peer networks.

When learning new skills, students benefit from immediate and frequent feedback and positive reinforcement.

The use of verbal and non-verbal specific positive feedback can:

- assist students to understand and 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 of students and build an internal focus of control.

**Morpeth Public School**  
**Positive Behaviour for Learning (PBL) Universal Settings Matrix**

SETTING	RESPECT	RESPONSIBILITY	PERSONAL BEST
<b>At MPS we</b>	<ul style="list-style-type: none"> <li>- cooperate</li> <li>- actively listen</li> <li>- speak and act positively</li> </ul>	<ul style="list-style-type: none"> <li>- are ready to learn</li> <li>- own our actions</li> <li>- remember: right place, right time, right way</li> </ul>	<ul style="list-style-type: none"> <li>- complete quality work</li> <li>- actively participate</li> <li>- make positive choices</li> </ul>
<b>*Admin block</b>	<ul style="list-style-type: none"> <li>• Knock on Office serving window and wait patiently</li> <li>• Always use manners</li> <li>• Make eye contact when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• have permission to enter (green slip)</li> <li>• enter and exit safely</li> </ul>	<ul style="list-style-type: none"> <li>• listen and follow instructions</li> <li>• deliver messages clearly and accurately</li> </ul>
<b>*Assembly – Lining up</b>	<ul style="list-style-type: none"> <li>• Sit quietly in two straight and settled lines</li> <li>• Wait quietly for our teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Keep our hands and feet to ourselves</li> <li>• be on time to lines</li> </ul>	<ul style="list-style-type: none"> <li>• Right place, right time</li> <li>• Ready to listen and follow instructions</li> </ul>
<b>*Bubblers &amp; toilets</b>	<ul style="list-style-type: none"> <li>• enter and exit quietly and quickly</li> <li>• take care of property</li> </ul>	<ul style="list-style-type: none"> <li>• turn off taps and bubblers</li> <li>• keep toilets tidy</li> <li>• report damages to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• use the toilets and bubblers during breaks</li> <li>• return to class promptly</li> </ul>
<b>*Back field &amp; Oval</b>	<ul style="list-style-type: none"> <li>• establish the rules</li> <li>• Allocate teams fairly</li> <li>• Allocate ref / decision maker</li> <li>• Share play space according to roster with non-contact game</li> </ul>	<ul style="list-style-type: none"> <li>• respond to the bell</li> <li>• accept the rulings / decisions of referee</li> <li>• Use positive language</li> </ul>	<ul style="list-style-type: none"> <li>• Show sportsmanship</li> <li>• Play fairly</li> </ul>
<b>*Bus lines and travel</b>	<ul style="list-style-type: none"> <li>• Wait your turn to board the bus</li> <li>• Are on time to bus lines</li> <li>• Are courteous to the driver and others</li> </ul>	<ul style="list-style-type: none"> <li>• Walk safely to bus lines</li> <li>• Sit in our bus lines</li> <li>• Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Assist younger students</li> <li>• Stay seated on the bus</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>• use manners</li> <li>• line up patiently and quietly</li> <li>• use eye contact when speaking</li> </ul>	<ul style="list-style-type: none"> <li>• spend money only on ourselves</li> <li>• are prepared and ready to order</li> <li>• return reusable items</li> </ul>	<ul style="list-style-type: none"> <li>• put rubbish in the bin</li> <li>• sit down to eat</li> </ul>
<b>*COLA - playing</b>	<ul style="list-style-type: none"> <li>• are aware of others</li> <li>• share and take turns</li> </ul>	<ul style="list-style-type: none"> <li>• own our own actions</li> <li>• respond to the bell</li> <li>• care for equipment and belongings</li> <li>• accept referee decisions</li> </ul>	<ul style="list-style-type: none"> <li>• be kind and patient</li> <li>• try our best and play fairly</li> <li>• participate and include others</li> </ul>
<b>Fixed equipment</b>	<ul style="list-style-type: none"> <li>• wait our turn</li> <li>• use school language</li> <li>• follow staff instruction</li> </ul>	<ul style="list-style-type: none"> <li>• keep our hands and feet to ourselves</li> <li>• walk on and around the fixed equipment</li> <li>• wear a school hat</li> </ul>	<ul style="list-style-type: none"> <li>• are kind and patient</li> <li>• use the equipment safely</li> </ul>
<b>*Grassed area</b>	<ul style="list-style-type: none"> <li>• wear our hat</li> <li>• move around sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• put rubbish in the bins</li> <li>• respond to the bell</li> </ul>	<ul style="list-style-type: none"> <li>• Walk and talk</li> <li>• Play calm games</li> <li>• Pack away equipment</li> </ul>
<b>*Library</b>	<ul style="list-style-type: none"> <li>• care for books and displays</li> <li>• pack up / tidy our belongings</li> <li>• leave the area how we found it</li> </ul>	<ul style="list-style-type: none"> <li>• return our books to the correct place</li> <li>• bring our Library bag to borrow</li> </ul>	<ul style="list-style-type: none"> <li>• move around sensibly</li> <li>• read a wide variety of books</li> <li>• use our quiet voice</li> </ul>
<b>*MPC - playing</b>	<ul style="list-style-type: none"> <li>• are aware of others</li> <li>• speak and act positively and politely</li> <li>• clean and pack away your belongings</li> </ul>	<ul style="list-style-type: none"> <li>• play by the rules</li> <li>• care for equipment and belongings</li> </ul>	<ul style="list-style-type: none"> <li>• we are good sports</li> <li>• try our best</li> <li>• participate and include others</li> </ul>
<b>*Paths, ramps, stairs &amp; verandas</b>	<ul style="list-style-type: none"> <li>• are aware of others</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• walk quietly</li> <li>• care for our school environment</li> </ul>	<ul style="list-style-type: none"> <li>• make positive choices</li> <li>• model high quality behaviour</li> </ul>

## Morpeth Public School Positive Behaviour for Learning (PBL) Universal Settings Matrix

<b>*Pedestrian Crossing / Road Safety</b>	<ul style="list-style-type: none"> <li>hold an adult's hand when crossing (under <u>10 year old</u>)</li> <li>stay to the left when riding a road or path</li> <li>follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>stop, look and listen before crossing the road safely</li> <li>wear a helmet when riding a scooter or bike</li> <li>wear a seat belt</li> </ul>	<ul style="list-style-type: none"> <li>cross at a pedestrian crossing if possible</li> <li>demonstrate safe behaviours</li> </ul>
<b>Sandpit</b>	<ul style="list-style-type: none"> <li>use equipment appropriately</li> <li>keep sand in the sandpit</li> </ul>	<ul style="list-style-type: none"> <li>pack up</li> <li>return equipment before the bell</li> </ul>	<ul style="list-style-type: none"> <li>share and take turns</li> </ul>
<b>Structured play area</b>	<ul style="list-style-type: none"> <li>clean up after ourselves</li> <li>share equipment</li> </ul>	<ul style="list-style-type: none"> <li>care for equipment and belongings</li> </ul>	<ul style="list-style-type: none"> <li>are kind and patient</li> <li>listen and follow instructions</li> </ul>
<b>*Classroom expectations</b>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use appropriate language</li> <li>Follow our teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Have safe hands and safe feet</li> <li>walk in the classroom</li> <li>be organised for activities</li> </ul>	<ul style="list-style-type: none"> <li>are ready to learn</li> <li>learn from our mistakes</li> <li>produce quality work</li> </ul>
<b>*Eating time lesson</b>	<ul style="list-style-type: none"> <li>Sit in our designated area</li> <li>Put rubbish in the bin</li> <li>Wait for the play bell to ring</li> </ul>	<ul style="list-style-type: none"> <li>Sit down for the ten-minute eating time</li> <li>Wear your school hat</li> <li>Eat healthy foods first</li> </ul>	<ul style="list-style-type: none"> <li>Speak politely to others</li> <li>Follow teach instructions</li> <li>Pack away our lunchbox before we play</li> </ul>
<b>*Home time – exiting the classroom</b>	<ul style="list-style-type: none"> <li>Are aware of others</li> <li>Listen to teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>Know you we are getting home</li> <li>Walk promptly to the designated area</li> <li>Be organised with your bag packed</li> </ul>	<ul style="list-style-type: none"> <li>Leave the classroom promptly</li> <li>Exit the classroom safely</li> </ul>
<b>*Morning – before school</b>	<ul style="list-style-type: none"> <li>Greet friends and teachers</li> <li>Use appropriate language</li> <li>Follow teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Use safe hands and feet</li> <li>Practice passive walk and talk</li> <li>Stay within boundary areas</li> </ul>	<ul style="list-style-type: none"> <li>Put bag away</li> <li>Model appropriate behaviour</li> <li><u>Be</u> are prepared for morning assembly</li> </ul>
<b>*Uniform</b>	<ul style="list-style-type: none"> <li>Take care of my uniform</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat during outdoor activities</li> <li>Ensure my uniform / hat is labelled with my name</li> </ul>	<ul style="list-style-type: none"> <li>Wear correct MPS full uniform with pride</li> </ul>



- Wait your turn
- Use appropriate language
- Follow teacher instruction



- Safe hands and feet
- Walk in the classroom
- Be organised for activities



- Produce quality work
- Learn from your mistakes
- Be ready to learn



**RESPECT RESPONSIBILITY PERSONAL BEST**



<p><b>Prevention</b></p> <p><b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b></p>	<p><b>Early Intervention</b></p> <p><b>Responses to minor inappropriate behaviour</b></p>	<p><b>Targeted/Individualised</b></p> <p><b>Responses to behaviours of concern</b></p>
<p>1. Behaviour expectations are explicitly taught and referred to regularly.</p> <p>Teachers model positive behaviours and provide opportunities for students to practice.</p> <p>Students are acknowledged for meeting school-wide PBL expectations and rules.</p>	<p>1. Refer to school-wide PBL expectations so that the student can reflect on their choice, self-regulate and inform future behaviour choices.</p>	<p>1. Contact office to seek immediate assistance from executive, if there is a perceived risk.</p> <p>Otherwise, notify school executive 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 of responses including proximity, signals, non-verbal cues and / or praise</p> <p>Staff member redirects with specific corrective feedback.</p>	<p>2. Executive / CT to take immediate steps to restore safety and manage the situation by using appropriate strategies including: redirecting the student(s) 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 (rewards) are given to students when we ‘catch them doing the right thing’ and may include:</p> <ul style="list-style-type: none"> <li>• PBL certificates</li> <li>• A ‘Perry’</li> <li>• Invitation to attend rewards party</li> </ul>	<p>3. Use direct responses including rule reminders, reminding the student about the expectation, reteaching the expectation, providing an alternate activity and / or a student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive teacher collects information and reviews the incident from multiple perspectives to determine next steps.</p> <p>Executive records incident on School Bytes module and contacts parent/carer by email or phone.</p> <p>Executive/Principal may consider further action, including formal caution or suspension, based on the seriousness of the incident.</p>
<p>4. Social emotional learning activities are delivered via weekly PBL activities and, for students in K-2, the Second Steps program.</p>	<p>4. Teacher records incident on School Bytes module by the end of the school day.</p> <p>Monitor and inform family if repeated.</p> <p>For some incidents, referral is made to the school’s anti-racism contact officer (ARCO) or anti-bullying co-ordinator (LaW team).</p>	<p>4. Refer student to the school’s LaW Team and consider 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
Teacher contact, via the parent portal or phone call home, is used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour (PBL) are presented at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to LaW Team may be discussed.	Parent/carer contact is made by school executive to discuss any relevant support that may assist the effective management of the matter. This may include, but is not limited to, referral to the LaW team, school counsellor, outside agencies or Team Around a School (HSLO, APLaS and / or LaW Officer).

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes module.

Response actions may include:

- reviewing and recording the incident
- determining appropriate response/s, including supports for staff or other students impacted
- referring the student to the school's LaW team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- liaising with [Team Around a School](#) for additional support or advice
- communicating and collaborating with parents/carers to discuss the matter
- issuing a formal caution to suspend the student.

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 student's conduct
- when using social media, mobile devices and/or other technology involving another student or 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.

Students or parents can report bullying to any staff member.

## 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](#).

## Detention, reflection and restorative practices

Morpeth Public School does not use a ‘detention’ room to manage student behaviour.

A student, who displays serious behaviour, will meet with Principal and / or AP to discuss the matter.

During the meeting, the details of the incident will be discussed and alternate and more appropriate behaviour choices will be presented to the student(s).

In the event of an issue involving another student or staff member, those involved will be invited to join the meeting (permission sought from all parties) to work towards creating a resolution to the matter, through restorative practices.

The student(s) will then be provided with the knowledge and understanding necessary to make more informed and positive choices in the future.

The student is asked to acknowledge that they have learnt from the experience and that they will make a commitment to make more appropriate future choices.

During the meeting, the needs of all involved parties will be considered and met; toilet breaks and food breaks will not be impacted and will proceed as needed.

Immediately following the incident, the student is monitored and may be directed to a ‘structured play’ activity during play breaks. Structured play activities offer higher levels of supervision and provide an opportunity for students to engage in supported interactions with others.

The wellbeing of the affected student or staff member is also supported and monitored.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Meeting to discuss incident</b></p> <p>A structured debriefing and planning meeting is held immediately after the incident or behaviour of concern, or as soon as possible, with an individual student (reflection).</p> <p><b>Where possible, the meeting will not be held during key learning times.</b></p> <p>The meeting also includes restorative practice procedures</p>	<p>Immediately, or next day at either lunch or recess break</p>	<p>Principal / Assistant Principal</p>	<p>Documented in School Bytes module</p>

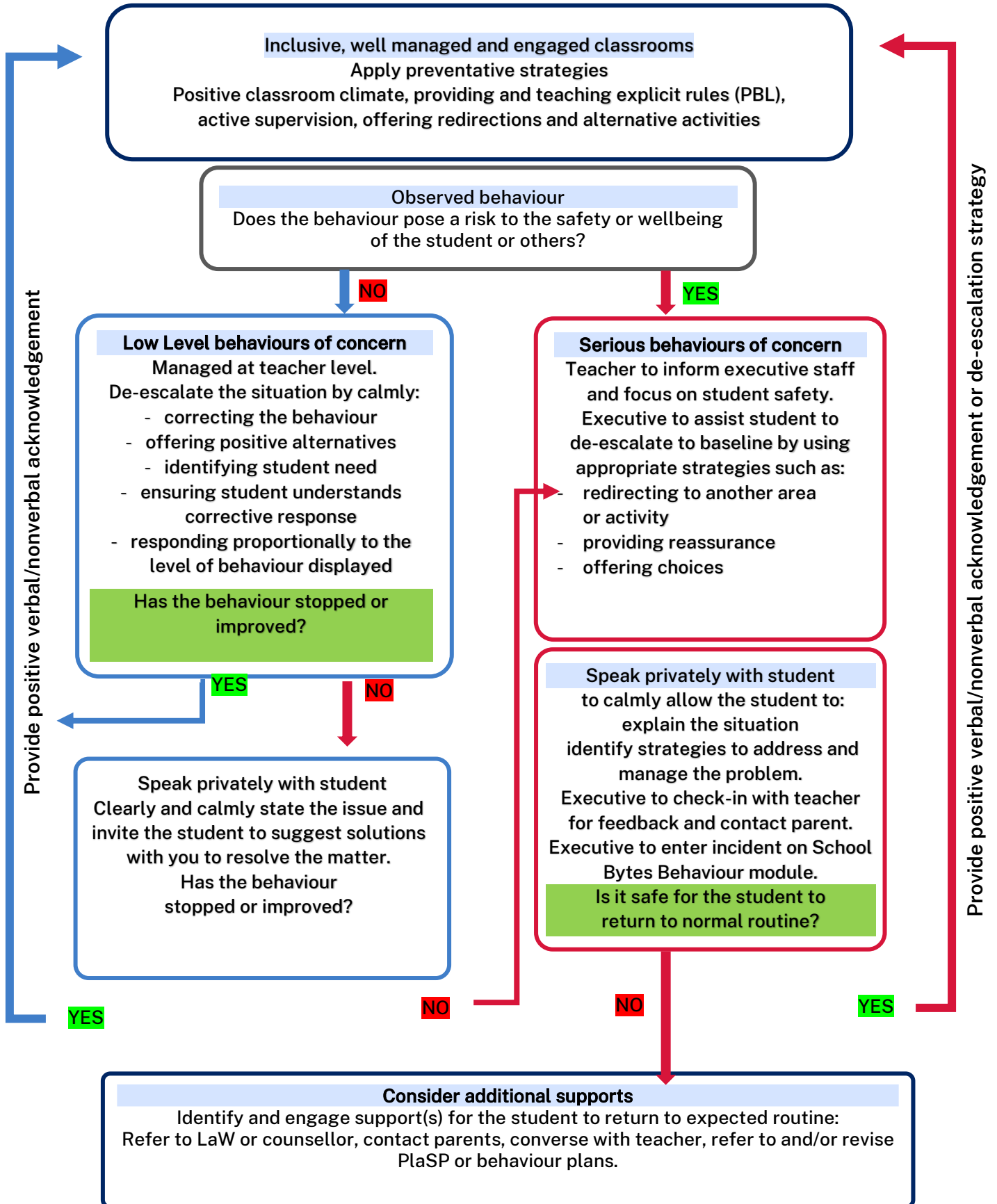
Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to one of the structured play options provided during play breaks.</p> <p>The purpose of the alternate play option is to avoid potential behaviour triggers, to provide respite for other affected parties and to assist the student to achieve the desired behaviour, to reflect on their behaviour and practise making positive choices through structured and supervised interactions.</p>	<p>Next break</p>	<p>Principal / Assistant Principal</p>	<p>Documented in School Bytes module</p>

## Review dates

Last review date: 03 February, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



## Appendix 2: Bullying Response Flowchart

