

# Behaviour Support & Management Plan

Updated for 2024



# Behaviour Support & Management Plan

Millers Forest Public School



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## Overview

Millers Forest Public School endeavours to provide an inclusive, supportive, responsive learning environment for all students. Our school implements a two-pronged approach to behaviour support **Positive Behaviour for Learning and The Embrace Virtues program**. Our Positive behaviour for Learning focusses on the core values of Safe Learners, Respectful Students and Responsible Students. The school uses PBL to reinforce positive expectations using a school-wide matrix, and an all-inclusive reward system. The PBL program is evaluated by all staff members annually and ratified by our P&C.

The Embrace Virtues program consists of actively teaching the twenty-four virtues each week. Embrace Virtues creates gifts to encourage and develop positive character traits - qualities such as creativity, respect, kindness, compassion, friendliness and a lot more. Linda Kavelin Popov is the founder of the virtues project international. Millers Forest Public School is also using evidence-based programs such as The Care Continuum and the Behaviour Code for students. The Behaviour code for students is committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings.

### Behaviour Code

*In NSW public schools’ students are expected, to the best of their ability, to:*

show respect to other students, their teachers and school staff and community members, follow school and class rules and follow the directions of their teachers.

Strive for the highest standards in learning, act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.

Resolve conflict respectfully, calmly and fairly, meet the school’s agreed uniform policy or dress code and attend school every day (unless legally excused).

Respect all property, be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools.

Not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

*All students have a right to:*

safety at school

access and fully participate in their learning

be treated with respect by other students, teachers and school staff

express their views, set goals and self-advocate.

**The care continuum** facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

In 2024 staff will include a question in the Tell Them From Me Survey relating to behaviour practices.



## Behaviour Code for Students - Actions

Actions Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

## Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform code
- Take care with property.

## Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

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- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgement, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist, and professional learning to guide principals and their staff in exercising their professional judgement. In this context the NSW Government and the Department of Education will back the authority and judgement of principals and school staff at the local level.

Our school follows the planning process in the below diagram.



### Interventions across the care continuum

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.



Prevention	Early Intervention	Targeted Intervention	Individual Intervention
Classroom Expectations	Record Behaviour in School Bytes	Playground Observation	TEAM around the school
PBL Matrix chart	Teacher/Parent communication	Communication Booklet	Safety Plan
Virtues Correction	LaSt referral	Buddy Class	Risk Management Plan
Targeted virtues lesson	Tracking by executive	Executive withdrawal	Crisis Management Plan
Talk with the Chaplain	Incident communication	Principal intervention	Part-day Exemption
PLP and PLASP	Transition program	APLAS observation	Pre-suspension warning
Health Care Plan	Behaviour Management Plan	Executive Functional Behaviour Checklist	Suspension
Classroom Adjustments	Risk Management Plan	Counsellor referral	Access Request
Brain Breaks	Health Care Plan	Support Meeting	Behaviour Specialist
Peer Support	Executive to determine level of adjustment	Emotion Coaching at the 'Talking Table'	Teacher/Parent meetings
Restorative Practices	Emotion Coaching	Seasons for Growth	Reintegration plan

## e-Safety

At Millers Forest Public School, we aim to make student wellbeing and safety a partnership between our school and all families. Our school takes all cyber-bullying, harassment and misuse of social media extremely seriously. Tackling online bullying takes a team effort and requires open and frank communication.

We have designed these pages to assist all families with understanding on how to prevent online bullying. Parents are given sites to visit which may assist families to understand how to prevent online bullying, what can be done to deal with bullying online and understanding current apps and websites which appeal to young people. Cyber-bullying also encompasses mean texts, emails, posts, images or videos. We also deliver dedicated lessons to students on what they should do to help stop cyber-bullying and encompasses all forms of safety online.

Students are taught facts yearly about cyber-bullying which include –

Nearly 44% of students have been bullied online in the past six months and almost one in four have had it happen more than once. 15% have been reported to the eSafety Commissioner.

Among this percentage, being ignored and disrespected were the most common forms of cyberbullying. Nine out of ten primary school students have had their feelings hurt online. Snapchat is the primary platform used by cyber-bullies in Australia.

***Cyberbullying is illegal in Australia and carries maximum penalties ranging from 5 years to 10 years imprisonment. Cyberbullying is defined as any conduct through the use of social media, text, email or phone call from any electronic telecommunication device that causes a person to be intimidated, harassed, or threatens a person's safety or causes a reasonable apprehension of violence. Therefore, cyber-bullying will not be tolerated on any level.***

All staff complete Cyber Security Essentials training and the principal also completes the cyber-Security Essentials Plus training. Staff are also required to complete an annual Cyber Security refresher. The following pages contain helpful guides and additional supports for families to access.

**Please note** if there is a problem please come and talk to us so we can work out problems together.



### Additional Guides to support Families and the School

- [Online Incident Assessment Tool \(PDF 316.73 KB\)](#)
- [Incidents outside of school \(PDF 188.52 KB\)](#)
- [Tips for Parents and Carers \(PDF 299.22 KB\)](#)
- [Supporting students after incident \(PDF 195.62 KB\)](#)

### Video Resources

Options on YouTube



### Social Media Posters

Screens Addition	+
Snapchat	+
TikTok	+
Instagram	+
Facebook Messenger	+
Roblox	+
WhatsApp	+
Fortnite	+
YouTube for Kids	+

## PBL Expectation Matrix

Millers Forest Public School



	I am a <b>Responsible</b> Learner	I have <b>Respectful, Safe</b> Relationships
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>Stay focussed and on task.</li> <li>All students use the rules for warm-ups.</li> <li>Use equipment in the appropriate way.</li> <li>Ask for assistance when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Respect all in your classroom.</li> <li>Follow class rules.</li> <li>Wait your turn and listen to others.</li> <li>Learn safely.</li> <li>Keep your hands and feet to yourself.</li> </ul>
<b>Recess &amp; Lunch</b>	<ul style="list-style-type: none"> <li>Only eat your own food do not share food with others.</li> <li>Look after your own belongings.</li> <li>Only play when dismissed.</li> <li>Put all rubbish in bins.</li> </ul>	<ul style="list-style-type: none"> <li>When speaking to others use a quiet respectful voice.</li> <li>Wait and listen carefully to all adult instructions.</li> <li>Be kind and consider to all at your school.</li> </ul>
<b>Library/Art</b>	<ul style="list-style-type: none"> <li>Follow the librarians' instructions.</li> <li>Treat books, furniture and equipment with respect.</li> <li>Pack away all items from the library.</li> </ul>	<ul style="list-style-type: none"> <li>Look, listen and learn.</li> <li>Use a quiet voice in the library.</li> <li>Wait your turn.</li> <li>Use all equipment safely.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Walk quietly in the foyer and office area.</li> <li>You must have permission to go to the office.</li> <li>Remember your message when going to the office.</li> </ul>	<ul style="list-style-type: none"> <li>Use your best manners when speaking to staff at the office.</li> <li>Wait your turn if others are being attended too.</li> <li>Never run in or out of the office.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Use toilets when necessary.</li> <li>Leave toilets in clean way.</li> <li>Flush when done.</li> <li>Wash your hands when finished.</li> </ul>	<ul style="list-style-type: none"> <li>One student in a cubicle at a time.</li> <li>No playing in toilets.</li> <li>Be mindful of personal space.</li> <li>Don't splash water around the toilets.</li> <li>Report all acts.</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Sit quietly in class lines ready to start.</li> <li>Ignore others inappropriate behaviour.</li> <li>Eyes to the front paying attention.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to speakers and staff.</li> <li>Arrive on time to assembly.</li> <li>Have a positive attitude when others receive awards.</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>Wait quietly and patiently for your teacher.</li> <li>Stay together in class lines.</li> <li>Be ready to go into class when the teacher arrives.</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely to lines.</li> <li>Use quiet voices when talking in lines.</li> <li>Line up safely on concrete areas.</li> <li>Respect line order.</li> </ul>
<b>Play Areas</b>	<ul style="list-style-type: none"> <li>Always wear your school hat in sunny areas.</li> <li>Follow all rules of games.</li> <li>Play games fairly.</li> <li>Walk on concrete areas.</li> <li>When play is finished quickly go to the toilet, wash your hands and line up.</li> </ul>	<ul style="list-style-type: none"> <li>Be positive and use kind words when playing.</li> <li>Keep hands and feet to yourself when playing.</li> <li>Play fairly and safely.</li> <li>Look out for each other.</li> <li>Give smaller children a fair go in all games.</li> <li>Stay in bounds at all times.</li> </ul>

	I am a <i>Responsible</i> Learner	I have <i>Respectful, Safe</i> Relationships
		<ul style="list-style-type: none"> <li>Stay away from snakes and use the 'snake safety instructions'.</li> </ul>
<b>Breakfast Club</b>	<ul style="list-style-type: none"> <li>Wait in line patiently for Breakfast Club to start.</li> <li>Obey all Breakfast Club rules.</li> <li>Use your best manners in Breakfast Club.</li> <li>Place all scraps in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>Say 'please and thank you' in Breakfast Club.</li> <li>Wait your turn.</li> <li>Keep your hands and feet to yourself.</li> <li>Sit on the chairs allocated to eat.</li> <li>Wash all food from your face after eating.</li> </ul>
<b>Fixed Equipment</b>	<ul style="list-style-type: none"> <li>Obey the rules for using equipment.</li> <li>Be mindful of others when on equipment.</li> <li>When the bell is rung get off the equipment in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Allow smaller students to have a turn on the equipment.</li> <li>Take turns.</li> <li>Use all equipment in a safe manner.</li> </ul>
<b>Wet Weather</b>	<ul style="list-style-type: none"> <li>In case of wet weather please go to the library.</li> <li>Use your time wisely during wet weather.</li> <li>Stay out of rain in the event of wet weather.</li> <li>Do not play on wet playing fields without teacher permission.</li> </ul>	<ul style="list-style-type: none"> <li>Keep out of puddles.</li> <li>Stay with your teacher until you are dismissed and walked out under an umbrella.</li> <li>Take wet shoes and socks off before entering classrooms.</li> </ul>
<b>Bus Lines &amp; Bus</b>	<ul style="list-style-type: none"> <li>Opal card must be ready to use.</li> <li>No eating or drinking on the bus.</li> <li>Sit in dedicated seats with your seat belt on.</li> <li>Ignore inappropriate behaviour from others.</li> </ul>	<ul style="list-style-type: none"> <li>Don't get out of your seat.</li> <li>Do not talk to the bus driver unless there is an emergency.</li> <li>Never run up and down the aisles.</li> <li>Always obey and listen to the bus driver.</li> <li>Never swear on the bus.</li> </ul>



## Millers Forest Public School supports students through:

- Embrace Virtues program
- PBL Program creating positive classroom environments and rewarding positive behaviour
- Classroom based personal development programs integrating Child Protection strategies
- Life Education programs
- K-6 Buddy System
- Circle of Control
- An active P&C
- Individual Learning Goals
- Personalised Learning Plans
- Emotion coaching
- Social Skills program
- Young Teen Talk
- Connections to Aboriginal support intervention
- Links and participation with local network schools to Early Transition programs
- Transition to High School program
- Anti-bullying education
- National Day of Action Against Bullying and Violence
- Seasons for Growth program
- Early Years Evaluation Assessment

## Contact Us:

Millers Forest Public School  
127 Martins Wharf Road  
Millers Forest 2324

Phone: 02 4987 2520

[millersfor-p.school@det.nsw.edu.au](mailto:millersfor-p.school@det.nsw.edu.au)



Millers  
Forest  
Public  
School

Anti-Bullying  
Policy



Revised 2024

## Millers Forest Public School supports students by:

- Creating a safe, caring school environment in which students are nurtured as they learn
- Incorporating effective student behaviour strategies
- Establishing clear school rules that are known and understood by all school community members
- Recognising the diversity within the school community and providing supports that acknowledge difference and promote harmony
- Having a positive climate and inclusive and safe practices for supporting positive student behaviour
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and conflict resolution
- Investigating all forms of bullying behaviour and a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing

If you are being bullied or harassed in the playground, you can influence what happens by following this action plan:

- Follow the '5 Steps'



- Go directly to your teacher (or the teacher on duty, if you are in the playground) and report what happened

Any further incidents of bullying or threatening behaviour by the same person may result in them:

- Discussing the issue with a teacher
- Having a letter sent home, a pre-suspension warning or a suspension
- Having their parents contacted by the school and informed of the bullying behaviour

When students, parents and staff work together, we create a safe and caring environment.

Students can:

- Follow this action plan
- Not retaliate with verbal or physical bullying
- Tell a staff member immediately

Parents can:

- Watch for signs of distress in your child
- Listen to your child
- Give assurance and support
- Discuss this action plan with your child/children
- Advise your child to tell a staff member
- Inform your child's class teacher of suspected bullying
- Attend interviews at school

Staff can:

- Be role models in words and actions
- Ensure students feel safe and valued in the classroom, listened to and encouraged
- Observe and respond to signs of distress or suspected incidents of bullying

# BEHAVIOUR MANAGEMENT CONTINUUM

BE SAFE BE RESPECTFUL BE A LEARNER



REMINDERS: • Behaviour is driven by thoughts, feelings & experiences • All behaviours of all students are the responsibility of every teacher in the school.

## BEHAVIOUR MANAGEMENT CONTINUUM

CALM/BASELINE LEVEL point-in-time managed	LOW LEVEL point-in-time managed	MINOR LEVEL point-in-time managed	MAJOR LEVEL point-in-time managed & record in School Bytes	EXTREME LEVEL referral to school Executive & record in School Bytes	IMMEDIATE ACTION immediate escalation to Principal or delegate
<ul style="list-style-type: none"> <li>Compliance</li> <li>On-task</li> <li>Listening</li> <li>Following instructions</li> <li>Playing nicely</li> <li>Engagement</li> <li>Positive language</li> </ul> <p>If you're not talking and recognising <b>POSITIVE BEHAVIOUR</b> often, then you will never see a change in the behaviours you want to see</p>	<ul style="list-style-type: none"> <li>Off-task</li> <li>Running or cement</li> <li>Speaking out of turn</li> <li>Work avoidance</li> <li>Speaking loudly</li> <li>Taking too long</li> <li>Silliness</li> <li>Crying/Upset</li> </ul> <p>+ others</p>	<ul style="list-style-type: none"> <li>Defiance/Refusal</li> <li>Disruption</li> <li>Misuse of Technology</li> <li>Out of Bounds</li> <li>Rough Play</li> <li>Screaming</li> <li>Teasing</li> </ul>	<ul style="list-style-type: none"> <li>Abducting/Tripping</li> <li>Abusive Language</li> <li>Aggressive Behaviour (no injury)</li> <li>Bullying (low-level)</li> <li>Cyber Bullying (low-level)</li> <li>Continual Defiance/Refusal</li> <li>Excessive Swearing</li> <li>Harassment</li> <li>Property Damage/Vandalism</li> <li>Racism or Discrimination (first instance)</li> <li>Sexualised Behaviours</li> <li>Spitting</li> <li>Theft</li> <li>Verbal Abuse (low-level)</li> </ul>	<ul style="list-style-type: none"> <li>Assault</li> <li>Bullying (high-level)</li> <li>Continuing persistent behaviour</li> <li>Criminal Behaviour</li> <li>Cyber Bullying (high-level)</li> <li>Destruction of property</li> <li>Ongoing Racism or Discrimination</li> <li>Physical Violence</li> <li>Possession/Use/Supply of a drug or illegal substance</li> <li>Possession/Use of weapon, firearm, or knife</li> <li>Psychological Abuse</li> <li>Serious behaviours of concern</li> <li>Serious criminal behaviour related to the school</li> <li>Sexual Harassment</li> <li>Use of implement as a weapon</li> </ul>	<ul style="list-style-type: none"> <li>Stranger on site</li> <li>Alun/Brawl</li> <li>Severe Injury</li> <li>Community Concern</li> <li>Parent/Carer Concern</li> <li>Unconscious</li> <li>Medical Emergency</li> <li>Fallen Tree or Branches</li> <li>Environmental Emergency</li> </ul>

## SUPPORT RESPONSE

FAST & FREQUENTS + POSITIVE INTERACTIONS Green Trees Everywhere any time!	REINFORCE EXPECTED BEHAVIOURS PBL Expectation Matrix	EXPECTATION CLARITY	EMOTIONAL COACHING	EXECUTIVE INTERVENTION	RESPONSE-ANALYSIS-SAFETY
<p><b>Virtues and Praise</b> Preventative, positive interactions + <b>School and Class Awards</b></p>		<p><b>RECOGNISE:</b> I can see that you have been...</p> <p><b>REMAND:</b> "How does this behaviour impact your Others?"</p> <p><b>RESOLUTION:</b> What do you need to do to turn this around?</p> <p><b>RESTORE:</b> "Can we agree that if you don't turn it around this will be the consequence..."</p>	<p><b>EMOTIONAL AWARENESS</b> Become aware of student's emotions</p> <p><b>OPPORTUNITY FOR CONNECTION</b> View as opportunity for connection and teaching - communicate acceptance of student and emotion</p> <p><b>HELP NAVIGATE FUTURE</b> Assist student with words to describe emotions, wishes and behaviours. Assist with differentiating between accepting emotions and acceptable behaviours.</p> <p>THEN... Record in School Bytes</p>	<p><b>ENSURE</b> (using Witness Statements/Talking Table as needed)</p> <p><b>ENGAGE</b> Did we hear your side of the story? Were you asked for it?</p> <p><b>EXPLAIN</b> Are you clear on what went wrong? how it affected people and what we're doing about that together?</p> <p><b>EXPECTATION</b> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set?</p> <p>THEN... Record in School Bytes to inform doc who will help make a decision on using restorative practices. Write and phone calls home</p>	<p><b>INDOORS</b> 1. Call the office and state that assistance is needed for a CRISIS. 2. Office seeks Principal or delegate immediately.</p> <p><b>OUTDOORS</b> 1. Send a runner to the office or hall room to inform of crisis. 2. Office seeks Principal or delegate immediately.</p> <p>Principal or delegate will initiate a Response Analysis Method.</p> <p>THEN... Complete Hazardous Situation Form and seek support through Being Well, EAP or union rep if needed</p>

AT MULLENS FOREST PUBLIC SCHOOL, WE:



• follow supportive practices to promote positive behaviours.



• value every student and work to support their learning and growth.



• do not use physical punishment which has not been permitted in Australian Public Schools since 1986 and is not used at MFPS regardless as it does not fit our ethos.



*Mistakes and incidents happen however, we can correct them.*

**W**

How does what happened fit with how we do things at our school?

What was I thinking about at the time?

What am I thinking about what happened?

**A**

Who was affected by what happened?

Was what happened to them fair to them?

Was what happened to them the right thing?

**R**

What do I need to do to repair things?

How will this help put things right?

When can this happen?

**M**

How can we make sure this doesn't happen again?

What do you need to stop/start/stay doing?

If this happens again, what do you think should happen next?

Restorative conversations are a short five-to-ten-minute dialogue between two people. Typically, this occurs between a teacher and a student. When an incident occurs in the playground the 'Talking Table' is used to have a positive conversation between a staff member and a student to allow a situation to move forward.



These are intentional conversations that start off positive and give the student the opportunity to reflect some positive choices as well. Once the concern or issue is stated then both parties work to figure out how to heal the harm. Afterwards, it's always best to have both parties check in a couple of days or a week later to see how things have changed.

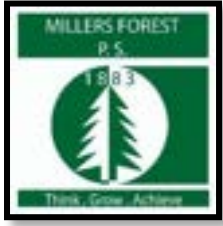
## Content

The following are published on our school's website:

- School Behaviour Support and Management Plan
- Anti-Bullying Plan

### School Behaviour Support and Management Plan

Date Completed:	31 May 2024
Completed by:	Christyne Phelps, Rhianne Crichton & Rebecca Oastler
Positions:	Principal, APC&I and Classroom Teacher
Next Review Date:	31 May 2025
Next Review Date with Community Input:	June 2025
Principal Name:	Christyne Phelps
Principal Approval Date:	27 May 2024



# Positive Behaviour for Learning Program and Incentives

## Millers Forest Public School

### Think. Grow. Achieve.



### PBL Code of Conduct

<b>Be Respectful</b>	❖ Follow all adult instructions
	❖ Be kind and considerate
	❖ Friendly talk
<b>Be a Learner</b>	❖ Do your best
	❖ Listen carefully
	❖ Be ready - Be on time
<b>Be Safe</b>	❖ Keep your hands and feet to yourself
	❖ Walk on hard surfaces
	❖ Use all equipment safely

### PBL Values

As a part of the PBL process, we have established three values - *Be Respectful*, *Be a Learner* and *Be Safe* which form the basis of our School Code of Conduct (attached). Within these values, are three clear rules or 'expectations' we expect in all areas of our school.

**PBL (Positive Behaviour for Learning)** - PBL is a whole school approach for behaviour management. Our PBL rules explicitly teach behaviour expectations to achieve consistency of behaviour choices throughout the school. Our PBL program is continuing to be implemented each year along-side the Embrace Virtues Program. Each Monday a new PBL focus will be introduced for the week. This PBL focus will be explicitly reinforced and taught throughout the week. A virtue is also explicitly taught each week alongside the PBL focus.

**School Awards and Rewards System** - Students receive 'Green Trees' for demonstrating the expected behaviours and following our school rules. These 'Green Trees' must be added to a personal chart which is kept in class. Students accumulate their 'Green Trees' and progress through steps which receive an award and reward.

## Green Trees



PBL Green Tree Rewards  
Bronze Chart














1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	<p>Congratulations You've achieved 25 Green Trees!</p>

# Our PBL Rewards System

Achievements are in a specific order:

Bronze, Silver, Gold, Diamond and Badge of Excellence

Awards are achieved through receiving 'Green Trees' for following our school rules.

Whole School Rewards System 				
 Step 5	 Badge of Excellence	Achievements	Reward	<ul style="list-style-type: none"> <li>The Badge of Excellence will be awarded as each student reaches 25 or 50 green trees. Badges are presented at morning assembly.</li> <li>Green Trees are accumulated by students and added to their individual charts kept in their classroom.</li> <li>Once they have collected enough Green Trees to fill their chart, they are to give the chart to their class teacher to proceed to the next step.</li> <li>Once a step has been achieved, students will receive a corresponding reward. The school and P&amp;C work together to determine the rewards for each new year.</li> </ul>
		25 Green Trees	Badge & Certificate	
 Step 4	 Diamond	50 Green Trees = Diamond Award	Principal's Lunch & Certificate	
 Step 3	 Gold	50 Green Trees = Gold Award	20 minute Free-time card & Certificate	
 Step 2	 Silver	50 Green Trees = Silver Award	Book & Certificate	
 Step 1	 Bronze	25 Green Trees = Bronze Award	Ice Block & Certificate	

# Bronze Award

*Congratulations*



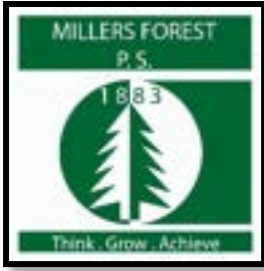
*Students Name*



*achieved your P.S. Bronze Award*

*for following Millers Forest's School Behaviour Support & Management Plan.*





# Millers Forest Public School

## PBL Rules

**Think. Grow. Achieve.**

### ***Be Respectful***

- *Follow all adult instructions*
- *Be kind and considerate*
- *Friendly talk*

### ***Be a Learner***

- *Do your best*
- *Listen carefully*
- *Be ready – Be on time*

### ***Be Safe***

- *Keep your hands and feet to yourself*
- *Walk on hard surfaces*
- *Use all equipment safely*

# *PBL Focus of the Week*

*PBL Weekly Focus  
Stuck Here*





## **Uniform Incentive – Black Trees**

*The school and the P&C have partnered to develop a uniform incentive program. Each day students who are in full school uniform receive a black tree as an entry into a draw chosen each term. The P&C have generously supplied prizes to support this incentive.*



## **Attendance Incentive**

*The school and the P&C have partnered to develop an attendance incentive program. Each week students with 100% attendance are eligible to go into a draw chosen each week. The P&C have generously supplied prizes to support this incentive.*



## **Thankyou!**

*We are greatly appreciative of partnering with parents and carers who support and value their children's education and prioritise attendance. We appreciate the effort the P&C continue to make in supporting these school-wide priorities.*