



School Behaviour Support and Management Plan

Statement of Purpose

Mortdale Public School is an inclusive school where everyone has the right to be treated fairly and with dignity in an environment which fosters positive behaviour for learning, free from disruption, intimidation, harassment and discrimination. To achieve this, it is necessary to build new skills to maintain high standards of behaviour. Our school's behaviour plan aims to outline the responsibilities of teachers, students and parents and outline strategies and practices to encourage and support students to connect with others to behave in positive ways in line with the Department of Education [Student Behaviour Policy](#), [Behaviour Code for Students](#) and [School Community Charter](#).

Responsibilities

All members of our school community are responsible for ensuring that high standards of behaviour and respectful relationships are maintained for all to have a good learning experience and to stay safe and healthy.

Principals and School Executive are responsible for:

- Providing a safe, secure and inclusive work environment for students and staff;
- Planning, implementing and monitoring the school's plan;
- Ensuring school behaviour plan procedures are implemented and followed up in all classes and that all teachers, including casual and new staff, are informed of procedures;
- Communicating with parents and carers regarding school behaviour plan and procedures.
- Accessing support from the Department of Education Delivery Support Team when required.
- Annually reviewing student behaviour support.
- Facilitating discussions when something isn't working well or when something has gone wrong.

Teachers are responsible for:

- Promoting and implementing the school behaviour plan;
- Participating in the development of new skills to support the effective implementation of the school behaviour plan to enhance student learning and wellbeing;
- Communicating with parents or carers in regard to school procedures and the school behaviour code.

School Learning and Support Teams are responsible for:

- Supporting Principals and teachers to write, follow and review individual student behaviour plans;
- Helping all students who need extra support with their learning, health and behaving in a positive way.

School Counselling Staff are responsible for:

- Helping students to talk about how they think and feel and ways to help them feel better;
- Supporting students to behave in positive ways and to be included at school in a safe way;
- Providing services to support students with their problems when they need it and to direct them to external agencies.

Parents and Carers are responsible for:

- Working with the school to support how their child behaves and learns;
- Supporting the school in the implementation of the school behaviour plan;
- Communicating with school staff in regard to their child's behaviour and circumstances which may influence this behaviour.

Students are responsible for:

- Working with the staff to develop individual plans and behave in positive ways;
- Demonstrating respect to all staff, fellow students and school visitors.
- Following the behaviour plan and school rules, rights and responsibilities, and complying with staff directions regarding appropriate behaviour.

Promoting And Reinforcing Positive Student Behaviour And School-Wide Expectations

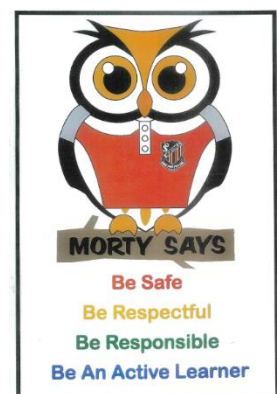
Statement of Purpose

These procedures aim to increase student engagement and learning through safe and inclusive positive behaviour support. Promoting positive behaviour requires schools to access supports as early as possible and for the system to be responsive to needs identified by schools.

Our values are 'Morty Says':

The following principles underpin these procedures:

- A student-centred, positive, strengths-based approach
- Implementing the care continuum, which involves
 - A strategic whole-school approach
 - Explicitly teaching social and emotional skills and behaviour expectations
 - Being proactive and prevention-focused
 - Using relationship-based and restorative approaches to student behaviour
 - Implementing effective programs, practices and processes
- Encouraging collaborative partnerships between schools, students, parents and carers, and community members
- Supporting school staff in
 - Engaging and supporting school leaders, teachers and specialist staff
 - Assessing and monitoring school, student and staff needs
- High standards of behaviour from students and staff to create a positive, safe, inclusive and respectful school environment



- Ensuring a safe working and learning school environment for all

The Department of Education Student Behaviour Policy ([Student Behaviour Policy](#)) and these procedures, together with the School Excellence Framework and the Wellbeing Framework for schools, provide a strategic and planned approach to develop whole-school processes that support the wellbeing of all students so they can connect, learn, succeed and thrive. Wellbeing, teaching and learning are parallel, integrated and complementary processes.

Behaviour Code for Students

The Behaviour Code for Students can be found here:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/behaviour-code-for-students>

High Expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Students are expected to:

- Attend school every day, be in class on time and be prepared to learn.
- Behave safely and responsibly at all times.
- Show respect at all times to their peers, all school staff, including following school and class rules, speaking courteously and engaging with learning activities.
- Care for property belonging to the school, themselves and others.

Whole School Approach

Care Continuum	Strategy/Program	Details	Audience
Prevention	Anti-bullying lessons Social and Emotional Learning Lessons Positive Behaviour for Learning/Morty Lessons Class Based Systems of expectations and positive reinforcements Communication with parents and carers around school expectations Wellbeing Week Brain Breaks	Explicit teaching and modelling of specific skills including behaviour expectations and social skills.	Whole School

	Police Cyber Safety	Online safety awareness	Years 5 and 6
Early Intervention	Positive Behaviour for Learning (PBL)	PBL school wide and classroom systems for support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Targeted Intervention	Learning and Support Team School Counsellor Programs 3 Bridges Social Worker	The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support. This includes Instructional Leadership, development of Risk Assessment and the development of long and short term goals. The School Counsellor Program is a mindfulness and positive psychology-based program to lessen anxiety and stress and increase emotional resilience in children. This qualified social worker will target school identified students in Stages 2 and 3 who require additional support in regulating emotional responses and foster friendship groups mainly in playground situations.	Individual students, families, staff.
Individual Intervention	Individual Student Support Plan	A DoE Individual Support Plan and Risk Management Plan is developed in collaboration with parents and carers and other Department Staff and Allied Health Specialists. This is for students with highly complex and challenging behaviours who require individual assessment and monitoring. The plan is implemented, monitored and reviewed.	Individual students, staff and families/carers

	Attendance Plan	Additional support is provided to re-engage individual students with significant barriers or complex needs impacting on their attendance. Staff work with the student and parent/carer to understand the underlying factors contributing to non-attendance and plan supportive strategies with support agencies including the Home/School Liaison Officer as needed.	
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Partnership with Parents and Carers

Mortdale Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by collaborating on individual behaviour management plans and being part of the review process. The [School Community Charter](#) outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

Mortdale Public School will communicate these expectations through regular use of online platforms, including the website and eNews, parent workshops and forums and information sessions.

School Anti-Bullying Plan

[Bullying of Students – Prevention and Response Policy](#)

Reviewing Dates:

Last review date: January, 2025

Next review date: January, Day 1, Term 1, 2026