NSW Department of Education



Mount Brown Public School Behaviour Support and Management Plan

Overview

Mount Brown Public School is committed to nurturing independent, resilient learners to successfully acquire skills that meet the demands of a complex and dynamic world.

A strong emphasis on wellbeing and leadership across the school reflects our commitment to ensure all students and families belong while maintaining an ideal learning culture where students achieve excellence.

Partnership with parents and carers

Mount Brown Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by engaging with our P&C and contact with families as required.

We will communicate via our school Newsletter & Sentral Newsfeed for whole school information and updates and via Sentral messages, phone call or email for individual cases.

School-wide expectations and rules

We are a Team	We are Learners	We are Proud
We follow directions and respect decisions	We are ready to learn	We are proud of our school
We care for ourselves and others	We do our best	We are proud of ourselves
We celebrate the achievements of others	We let others learn	We are proud of our learning
We treat each other with respect	We are preparing ourselves for our future	We are proud of how we present ourselves

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	 Strong teacher/student relationships. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Whole school antibullying lessons. Communication with parents around school expectations. Consistent teacher expectations, routines, modelling and responses to behaviour. Social skills programs, role play and drama activities, and morning circle. High quality differentiated teaching that addresses individual learning needs of all students, where appropriate learning adjustments are documented in an individual student support plan and/or Personal Learning Pathways (PLPs). A restorative approach that focuses on building, maintaining, and restoring positive relationships. 	Whole school community
	Support Systems	 Working together to improve outcomes for Aboriginal learners through partnerships with our community including the AECG, Aboriginal SLSO and families. Additional support for newly arrived EAL/D students at points of transition. Grade based SLSO support in classrooms and the playground. Wellbeing Programs 	Whole school community
	Professional Learning	 Berry Street Education Model. Understanding Autism. Leadership team behaviour & wellbeing policy. School based Learning Support PL. Mandatory Training. 	Staff
Early intervention	Classroom Management	 Communication with parents Explicit teaching and modelling of specific skills including behaviour expectations and social skills. 	Whole school community
	Strategies & Supports	 Curriculum links, particularly in PDHPE and English (literature). Restorative practices and morning circle. Zones of Regulation & Self-regulation training – brain breaks, yoga. Resilience & mental health programs. Anti-bullying strategies including cyber-bullying and internet safety. Grade based SLSOs. School Counsellor. Referral to school Learning and Support Team 	Staff & Students

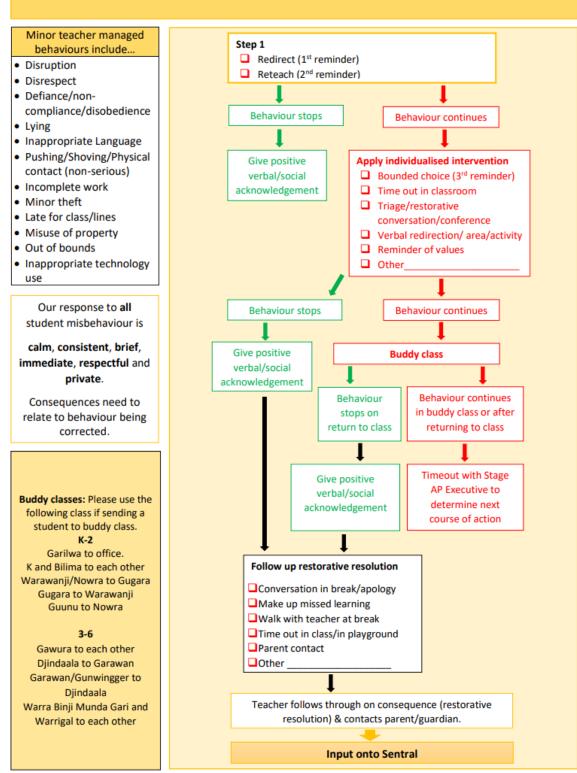
Care Continuum	Strategy or Program	Details	Audience
	Professional Learning	 Berry Street Education Model. Understanding Autism. Leadership team behaviour & wellbeing policy. School based Learning Support PL. Mandatory Training. Leadership - Disability Standards. 	Staff
Targeted intervention	Classroom Management	 Communication with parents Modified individual expectations and goals. Transition strategies – class to playground, lesson to lesson, grade to grade, school to school. Berry Street resources. Restorative practice resources. 	Whole school community
	Support	 Team Around a School Lake Illawarra South Network. Itinerant Support Teachers. Early Intervention where transition to school concerns are identified by the preschool or family. School developed programs to support behaviour & wellbeing. Facilitate connections with Allied Health and behaviour support providers. 	Whole school community
	Professional Learning	 Berry Street Education Model. Understanding Autism. Leadership team behaviour & wellbeing policy. School based Learning Support PL. Mandatory Training. Leadership - Disability Standards. 	Staff
Individual intervention	Classroom Management	 Communication with parents Check-in/check-out. Sensory assessment and supports. Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development. Negotiated playground programs. Attendance programs. 	Whole school community
	Support	 Develop appropriate behaviour expectations and strategies with other staff members Monitor the impact of support for individual students through continuous data collection School developed programs to support behaviour & wellbeing. Provide consistent strategies and adjustments outlined within an individual student support plan. Engage with the Delivery Support Team. Additional support, when required, for EAL/D students. 	Whole school community

Care Continuum	Strategy or Program	Details	Audience
		Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student to plan and develop personalised learning and support.	
	Professional Learning	 Leadership – Understanding Behaviour Support Planning & Introduction to Functional Behaviour Assessment - eLearning. Berry Street Education Model. Understanding Autism. Leadership team behaviour & wellbeing policy. School based Learning Support PL. Mandatory Training. Leadership - Disability Standards. 	Staff
Support from other stakeholders such as Delivery Support team members (Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management. School counselling service Application for integration funding support through Access Request.			

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

Behaviour Response Flowchart





Responding to major behaviours

Major executive managed behaviours include...

- Ongoing Disruption
- Ongoing Disrespect
- Fighting
- Defiance/noncompliance/disobedience
- Abusive/inappropriate language
- Bullying/Harassment/ Intimidation
- Property damage Major theft
- Possession of dangerous items
- · Dangerous behaviour
- Physical Aggression/physical violence
- Major inappropriate use of technology
- Out of Bounds/Off School Location

Our response to **all** student misbehaviour is

calm, consistent, brief, immediate, respectful and private.

Consequences need to relate to behaviour being corrected.



Follow Major Behaviour Response

Standard response - Step 1

- ☐ Inform student of rule violation
- State expected behaviour
- ☐ Fill out major behaviour form
- ☐ Send student & <u>form</u> to Stage AP
- ☐ If student refuses Call AP classroom/Send SLSO/Call office (102)

High level/Critical response - Step 1

- ■Maintain safety of all, evacuate space if required.
- □Call the office 102 or 42613855, state that you need exec in X location for X student.
- ☐Maintain focus on deescalation & safety while waiting for exec.
- ☐Send behaviour form to exec ASAP

Exec actions

- Review/further investigate incident
- Determine & apply consequences.

Exec actions

- 1. De-escalate student
- Talk through incident with student (informed by behaviour slip from teacher).
- Once de-escalated, student to Stage AP with learning to make-up
- Student return to class (where appropriate).
- Follow up at next break time with exec & teacher (if teacher available).

Teacher follow up

- Restorative conversation with student to resolve
 - Classroom based incidents inform parent/guardian
- ☐ Input into Sentral

Executive follow up

☐ Playground based or critical incident – contact parent/guardian

Input into Sentral

Bullying Response Flowchart

Listen

- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Document

- •Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct
- •Enter the record in Sentral
- •Notify school executive of incident if required in line with behaviour management flowchart & follow the process for responding to major behaviour incidents, including parent contact.
- •Notify parent/s that the issue of concern is being investigated

Collect

- •Gather additional information from other students, staff or family
- •Review any previous reports or records for students involved
- •Make sure you can answer who, what, where, when and how
- •Clarify information with student and check on their wellbeing

- Evaluate the information to determine if it meets the definition of bullving (see below)
- •Make a time to meet with the student to discuss next steps
- •Ask the student what they believe will help address the situation
- •Engage the student as part of the solution
- •Provide the student and parent with information about student support network
- •Agree to a plan of action and timeline for the student, parent and yourself

Discuss

- •Document the plan of action in Sentral
- •Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student and check in regularly on their wellbeing
- •Seek assistance from student support network if needed

Implement

- •Meet with the student to review situation
- •Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety
- Review Report back to parent
 - •Record outcomes in Sentral

Ongoing

folllow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in Sentral
- •Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students

Responses to serious behaviours of concern

- The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> 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.

Reporting and recording behaviours of concern

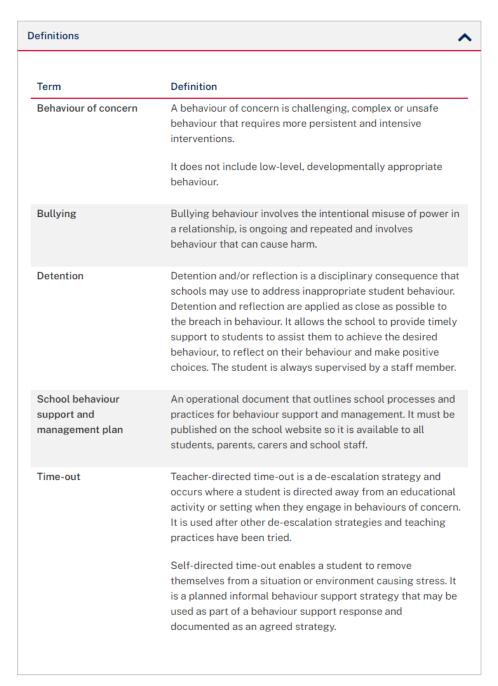
Staff will comply with reporting and responding processes outlined in the:

- 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?
Self-directed calm corner use	3-5 minutes	Student/ teacher	Informally tracked
Teacher-directed in-class time-out & restorative practice.	5 minutes	Teacher	Sentral
Teacher-directed buddy class time out/reflection & restorative practice.	10 minutes or age appropriate.	Teacher	Sentral
Executive time out/reflection & restorative practice. With AP or Principal.	10 mins – a session as determined on a case-by-case basis	Executive	Sentral

Definitions



https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-05

Review dates

Last review date: Term 1, 2025 Next review date: Term 1, 2026