

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

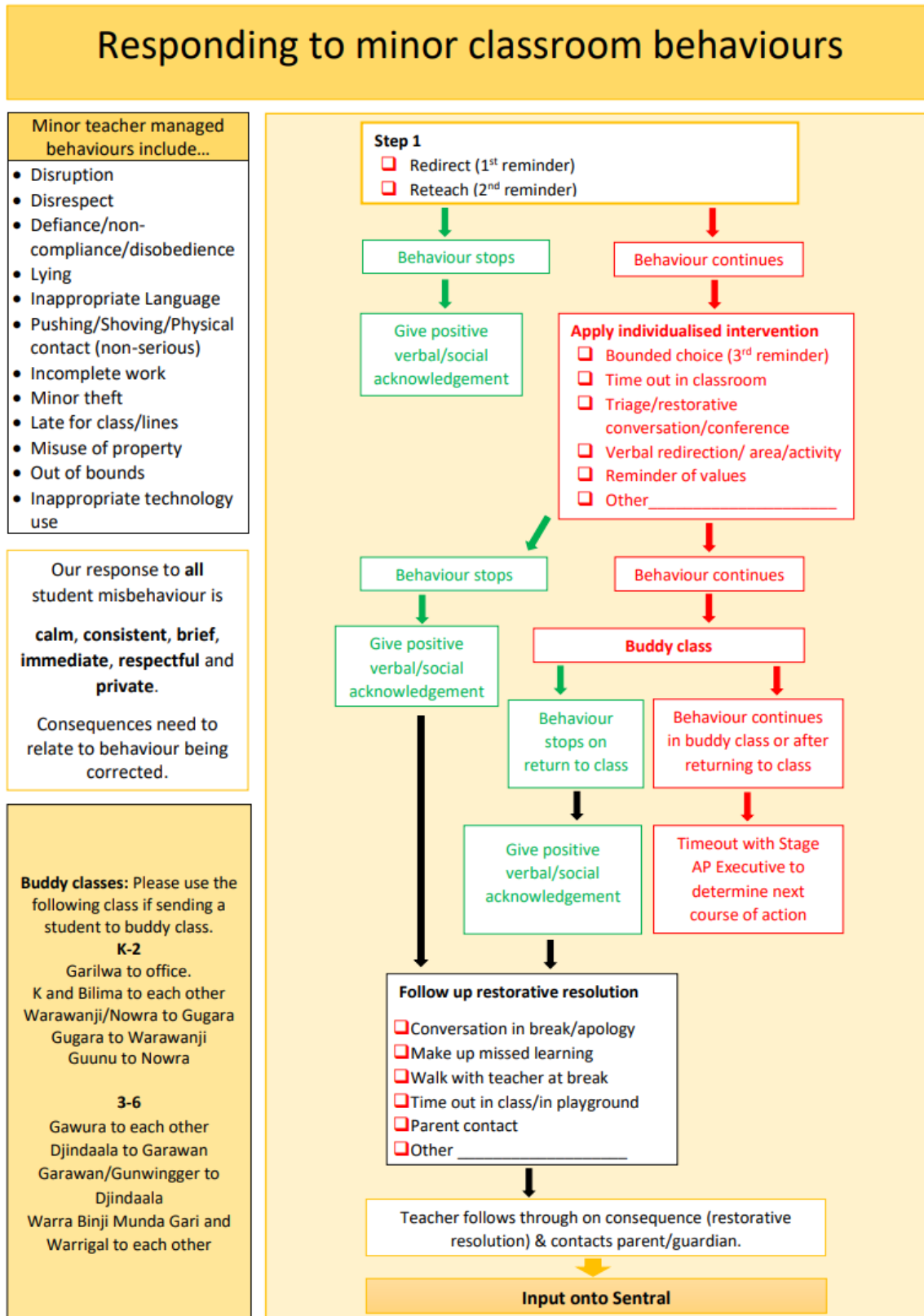
Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	• Strong teacher/student relationships. • Explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Whole school antibullying lessons. • Communication with parents around 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

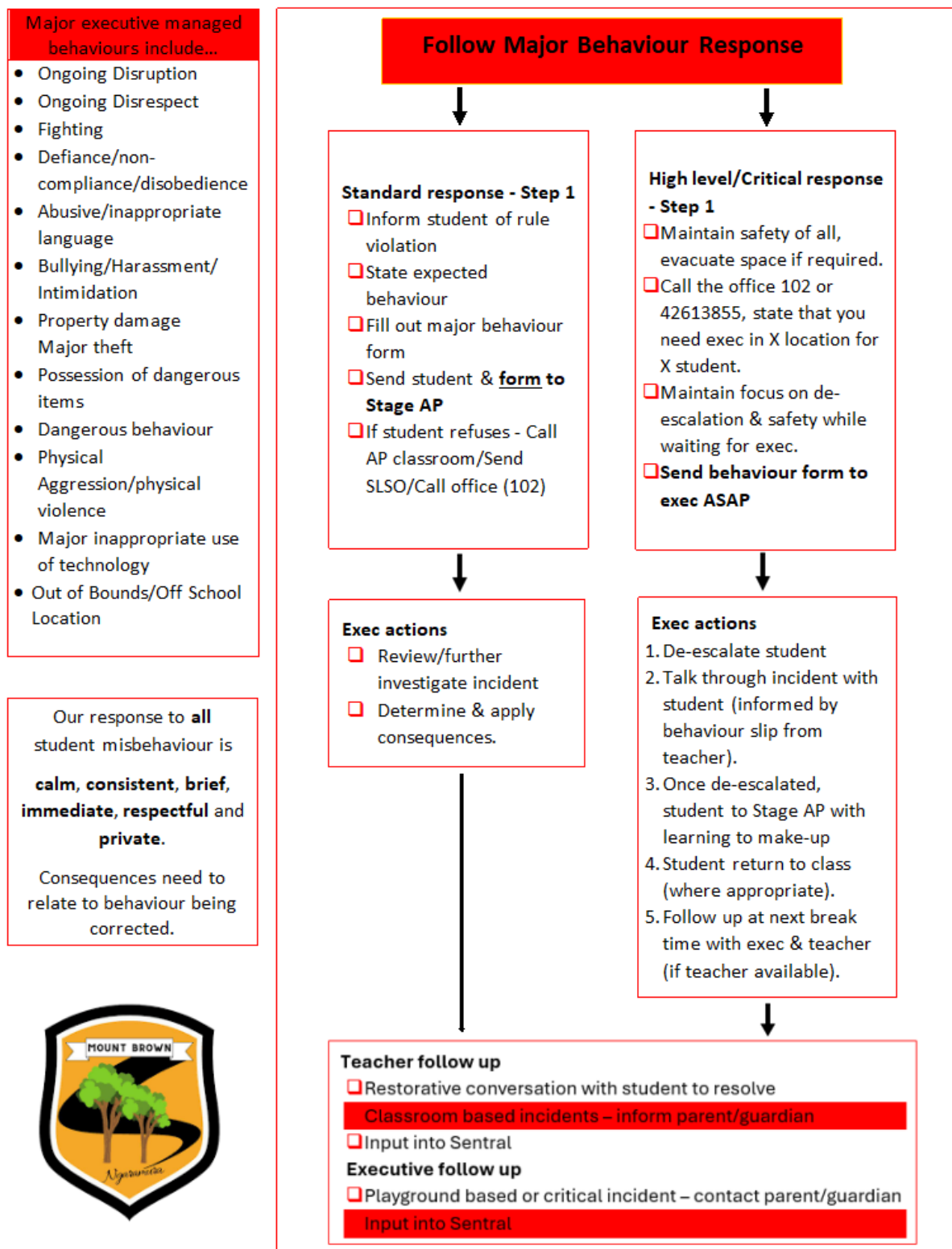
Care Continuum	Strategy or Program	Details	Audience
		Students with disabilities or significant support needs may access help from itinerant support teachers (hearing and vision, conductive hearing loss, early intervention and support teacher transition) who visit schools and work directly with the student 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
	Additional Supports	- 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

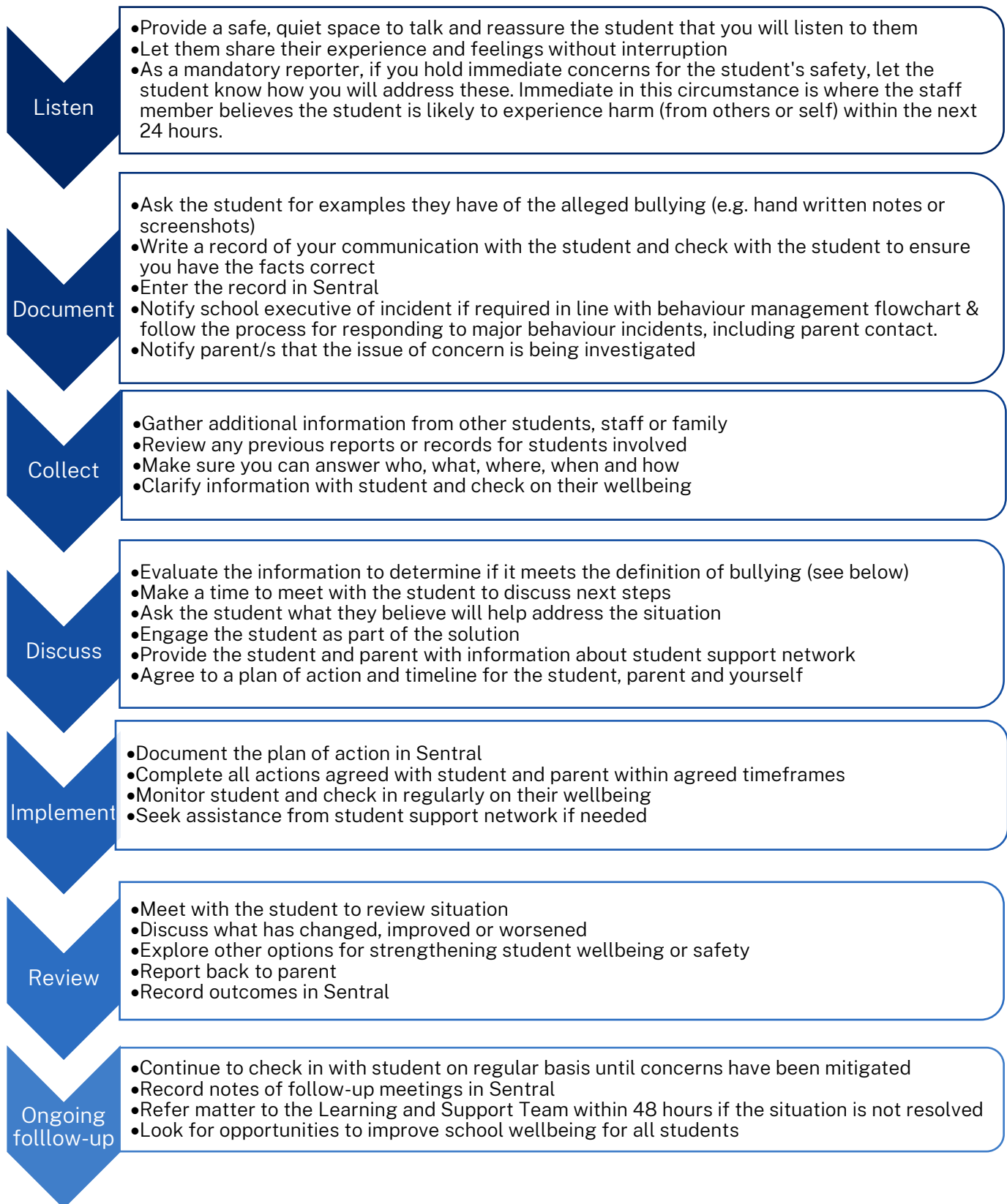
Behaviour Response Flowchart



Responding to major behaviours



Bullying Response Flowchart



Responses to serious behaviours of concern

- 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 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

Definitions	
Term	Definition
Behaviour of concern	A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. It does not include low-level, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
Detention	Detention and/or reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Detention and reflection are applied as close as possible to the breach in behaviour. It allows the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. The student is always supervised by a staff member.
School behaviour support and management plan	An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website so it is available to all students, parents, carers and school staff.
Time-out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

<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