

# Mount George Public School

## Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

### Overview

#### **Research Base:**

Mount George Public School's approach to supporting student's social and emotional development, including the teaching of responsible behaviour is based on 'Choice Theory' (William Glasser). Students are explicitly taught, consistently guided and supported to learn how to satisfy their own needs in a responsible manner. At MGPS we recognise that all behaviour is purposeful and that students will always be behaving in ways to attempt to satisfy their own personal needs. It is our role to support students, through care and genuine concern to help them to understand what needs they are attempting to satisfy and teach them how this can be done in a responsible manner. Alternate behaviour choices need to be taught with ongoing support, feedback and encouragement offered to the student.

#### **Key understandings:**

- Behaviour is internally motivated and thus we do not use external systems exclusively to motivate and reward students
- External strategies eg Playground withdrawals are only used in conjunction with support and teaching eg to provide an opportunity for learning replacement behaviours, supporting and coaching of students, keeping students safe

#### **Whole School Strategies**

MGPS staff are committed to working continuously on a common approach as this has proven to promote a caring environment, positive behaviour and social and emotional wellbeing for all.

### **Key understandings:**

- The success of all school programs is promoted through dedication and commitment to positive relationships
- All school programs must reflect and align with the school vision
- All intervention involves methods of working with others to promote Responsibility, Evaluation and Planning

### **Target support and teaching**

Equity is providing for students needs and thus what one student requires is different to another. Therefore we do not have a one size fits all approach to supporting students and managing behaviour. Whilst there are common procedures throughout the school, support interventions will vary from student to student.

### **Key understandings:**

- All students requiring individual support will be referred to the Learning Support Team and a record of intervention and support maintained
- All parents / carers of students requiring individual support will be notified and included in the planning and implementation of support, and will be kept informed of progress.

### **Promoting and reinforcing positive student behaviour and school-wide expectations**

Mount George Public School has the following school-wide rules and expectations:

- Refer to the “B.E.S.T. Behaviour Expectations” as outlined in our school’s Wellbeing Implementation Procedures

Mount George Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Refer to “Whole School Approach” table on the following page.

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	You Can Do It!	A social-emotional learning program that maximises success, positive relationships and wellbeing.	Whole School Program
Prevention	B.E.S.T. framework	School expectations and values based on the NSW Public School Behaviour Code and You Can Do It!	Whole School
Prevention	SWITCH4Schools Student Wellbeing App	The Switch4Schools program is a simple and easy to use digital tool that helps teachers monitor and manage mental health in the classroom, and builds emotional intelligence, self-regulation, and critical thinking skills in students.	Whole School
Early intervention /Prevention	Explicit teaching of Choice Theory and Self-Regulation	Explicit teaching and circle time sessions developing student understanding of emotional self-regulation using theory developed by psychiatrist William Glasser.	Whole School
Early intervention /Prevention	Zones of Regulation	A proactive, skills-based approach to understanding and self-regulating emotions. Simple, common language to understand, talk about, and teach regulation. A consistent, metacognitive pathway to follow for regulation. Connected to Total Behaviour – Choice Theory.	Targeted Students/ Whole School
Early intervention	Learning Conversations and PLP with parent/carer and student involvement	Termly Learning Conversations involving parent/carers, students and teachers to discuss student developed learning and wellbeing goals.	Whole School Community
Targeted intervention	Problem Solving Box	Structured conflict resolution conversations, using questioning	Whole School

Care Continuum	Strategy or Program	Details	Audience
	Conversations with Choice Theory questioning	prompts based on restorative practice and Choice Theory.	
Targeted intervention	Learning Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Individual intervention	Individual plans such as IEPs and Behaviour Support plans	Individual Plans are developed with specific individualised strategies to support student wellbeing and learning through consultation with parents/carers, students, teaching and learning support staff.	Individual students, families, staff

### Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Teacher Directed Student Time-out</b>	Time-out of a pre-determined short timeframe. Used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.	Teacher and Learning Support staff	Date and time of breaks recorded in School Bytes
<b>Student Self-directed Student Time-out</b>	Self-directed time-out enabled by a student removing themselves from a situation or environment causing stress. Time frames and individual strategies identified and agreed to as part of a behaviour support response.	Student in consultation with Teacher and Learning Support staff	Date and time of breaks recorded in School Bytes
<b>Restorative Conversation and Reflection</b>	Conversations will take place with involved teachers and students at the first convenient	Teachers involved and other staff as appropriate	Conversations recorded on template and uploaded to

Action	When and how long?	Who coordinates?	How are these recorded?
	time and conclude when goals of the conversations have been met. This may be over multiple sessions. Conversations that occur at break times will allow for adequate play, eating and bathroom breaks.		School Bytes

### Partnership with parents/carers

Mount George Public School will partner with parents/carers in establishing expectations for parent engagement to develop and implement student behaviour management strategies including Behaviour Support Plans, termly Learning Conversations and teacher phone calls or communication books as appropriate.

Mount George Public School will communicate these expectations to parents/carers during initial Learning Conversations, P&C Meetings, School Newsletter, and Skool Bytes.

### School Anti-bullying Plan

Find a copy of our existing anti-bullying plan [www.mtgeorge-p.schools.nsw.gov.au](http://www.mtgeorge-p.schools.nsw.gov.au) . Refer to the <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316> and <https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>

### Reviewing dates

Last review date: 16.2.2024

Next review date: 17.2.2025