

# **Mount Kembla Public School Behaviour Support and Management Plan**

## **Overview**

Mount Kembla Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs and practices prioritised and valued by the school community are: Smiling Mind, Student Leaders, Students' Representative Council, Life Education, Child Protection, Peer Support, Anti-Bullying programs.

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

Mount Kembla Public School has the following school-wide values:

- **Be Safe**
- **Be Respectful**
- **Be a Learner**

At Mount Kembla Public School, students are expected to:

- follow the Department of Education Behaviour Code of Conduct
- be prepared for all lessons and complete all required work to the best of their ability;
- show respect for themselves and the rights of others;
- encourage others to do their best;
- respect and care for school buildings, school property and the property of others;
- observe the general dress standards and uniform requirements of the school;
- work towards problem solving without violence, intimidation, harassment or bullying;
- allow others to learn without interference;
- be tolerant of differences in others; and
- play and behave in a safe manner at all times.

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

### **Behaviour code for students**

The behaviour code for students can be found at <https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/behaviourcode.pdf>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

**education.nsw.gov.au**



## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Create a safe and respectful learning environment	<ul style="list-style-type: none"> <li>• Explicit teaching of expectations and social skills</li> <li>• Classroom management</li> <li>• Active playground supervision</li> <li>• Class based positive reinforcement</li> <li>• <b>School Based Merit System (create as a link)</b></li> <li>• Community and whole school connection programs e.g. extra-curricular programs</li> <li>• PDHPE lessons</li> <li>• Smiling Mind</li> <li>• Integrated curriculum aimed at connection to Country and community for Aboriginal and Torres Strait Islander students</li> </ul>	All students
Early Intervention	Targeted support	<ul style="list-style-type: none"> <li>• Communication with parents</li> <li>• Explicit teaching of specific skills</li> <li>• School counselling services</li> <li>• Social stories</li> </ul>	Some students
Targeted Intervention	Targeted support	<ul style="list-style-type: none"> <li>• Communication with parents</li> <li>• Modified individual expectations and goals</li> <li>• Transition strategies</li> <li>• Behaviour Support Toolkit – eg. Behaviour cards</li> </ul>	A few students
Individual Intervention	Individual targeted support	<ul style="list-style-type: none"> <li>• Learning Support Team</li> <li>• School counselling services</li> <li>• Behaviour Support Toolkit – specialised services such as behaviour specialists, Out of Home Care Teachers</li> </ul>	Individual students

## Detention, reflection and restorative practices

Action	When and howlong?	Who coordinat es?	How are these recorded?
Verbal Warning	At time of behaviour	Teacher	Teams database
Warning Level <ul style="list-style-type: none"> <li>Interview with Assistant Principal</li> <li>Reflect, Regret and Respond sheet – discussion about positive behaviour choices</li> <li>Parent communication</li> </ul>	At time of behaviour Half lunch off playground Removed from level after 5 days	Teacher Assistant Principal	Teams database Behaviour file in the Principal's office
Level 1 <ul style="list-style-type: none"> <li>Interview with Assistant Principal</li> <li>Reflection time</li> <li>Early Intervention – explicit teaching and modelling of specific skills to improve behaviour</li> <li>Parent communication</li> </ul>	At time of behaviour <b>Two</b> days, half lunch off playground Behaviour monitored for 5 school days to determine if you stay on Level 1 for another week.	Assistant Principal	Teams database Behaviour file in the Principal's office
Level 2 <ul style="list-style-type: none"> <li>Interview with Assistant Principal</li> <li>Reflection time</li> <li>Targeted Intervention – Behaviour Support Plan</li> <li>Parent communication</li> </ul>	At time of behaviour <b>Three</b> days, half lunch off playground Behaviour monitored for 5 school days to determine if you stay on Level 2 for another week.	Assistant Principal	Teams database Behaviour file in the Principal's office
Level 3 <ul style="list-style-type: none"> <li>Interview with Assistant Principal</li> <li>Reflection time</li> <li>Targeted Intervention – Behaviour Support Plan continues</li> <li>Parent communication</li> </ul>	At time of behaviour <b>Five</b> days, half lunch off playground Behaviour monitored for 5 school days to determine if you stay on Level 3 for another week.  Student may be excluded while on this level from: * Excursions * Social Activities * School representation	Assistant and/or Principal Learning and Support Coordinator	Teams database Behaviour file in the Principal's office
Level 4 – Suspension Warning <ul style="list-style-type: none"> <li>Interview with Principal</li> <li>Individual Intervention Plan developed</li> <li>Parent communication</li> </ul>	At time of behaviour <b>Five</b> days, half lunch off playground Behaviour monitored for 5 school days to determine if you stay on Level 4 for another week.  Student may be withdrawn from the classroom.  Student will be excluded while on this level from: * Excursions * Social Activities * School representation	Assistant and/or Principal Learning and Support Coordinator External support as required	Teams database Behaviour file in the Principal's office

## **Partnership with parents/carers**

Mount Kembla Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with members of the P&C.

Mount Kembla Public School will communicate these expectations to parents/carers at Parent Information Sessions and Parent/Teacher Interviews.

Mount Kembla Public School will consult with local AECG representatives to build and maintain positive relationships.

## **School Anti-bullying Plan**

Insert a link to the school's existing anti-bullying plan here. Refer to the [Bullying of Students – Prevention and Response Policy and Anti-bullying Plan](#).

## **Reviewing dates**

Last review date: March 2025

Next review date: March 2026

