

School Behaviour Support and Management Plan

Overview

Mulbring Public School is committed to explicitly teaching and modelling positive behaviour and to create shared understanding of how to support student learning, safety and wellbeing. Key programs prioritised and valued by the school community are U R Strong and Positive Behaviour for Learning.

Partnership with parents and carers

Mulbring Public school partners with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by;

- Phone calls, face-to-face conversations to discuss behaviours of concern or issues which may be affecting learning.
- Ongoing feedback provided to parents when concerns have been raised.
- Plans of support implemented with input from parents/carers.
- Referrals to outside agencies/external providers to support individuals.
- Behavioural expectations are communicated to parents/carers by including them in newsletters, school information booklet and school website, referencing expectations at school assemblies, Recognition of students through awards/tokens/class points, positive recognition letters, face-to-face parent-teacher meetings and P and C meetings.
- Inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell them From Me surveys, consulting with P and C and AECG

School-wide expectations and rules

| Expectation - Safety | Expectations - Respect | Expectation – Do your Best |
|--------------------------------|---------------------------------|----------------------------|
| Listen and follow instructions | Share and take turns | Work together |
| Right place, right time | Use manners | Ask for help |
| Hands and feet to ourselves | Represent our school with pride | Be ready to learn |
| Use equipment correctly | Be kind and value others | Wear school uniform |
| | Accept differences | Be resilient |
| | | |

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

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations and desired behaviours
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice and voice
- differentiating learning content and tasks to meet the needs of all students.

| Care Continuum | Strategy or Program | Details | Audience |
|-------------------|----------------------|---|--------------------------|
| Prevention | Classroom Management | <p>Strong teacher/student relationships.</p> <p>Explicit teaching and modelling of specific behaviour expectations and social skills.</p> <p>Consistent teacher expectations, routines, modelling and responses to behaviour.</p> <p>Curriculum links in PD/Health/PE (relationships) and personal and social capabilities in all syllabi.</p> <p>Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs.</p> | Students, parents, staff |

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|---|---|--|
| | U R Strong Program | High quality differentiated teaching that addresses individual learning needs of all students. U R Strong is a friendship skills program. It aims to help maintain healthy relationships, manage conflict and increase resilience through explicit teaching. | Whole School |
| Early intervention | Positive Behaviour for Learning (PBL)- Tier One | School Wide and Classroom systems that bring the school together to develop a safe, positive, consistent and supportive culture. | Whole School |
| Targeted intervention | Learning and Support Team | The Learning and Support Team (LaST) works with teachers, students, and families to support those students who require personalised learning and support. | Students, families, LaST, teachers, School Counsellor, Principal |
| Individual intervention | Functional Behaviour Assessment Tool (FBA) | A tool used to examine the function of behaviour and identify strategies that better support students. | Teachers, Principal, LaST, families |
| | Behaviour Support Plans | A specific plan to identify triggers and strategies to assist in the support and development of coping and resilience skills. | Teachers, Principal, LaST, student, families |
| | Year 6 to 7 Transition | Liaison between current/future teachers, schools, external paraprofessionals. | School staff, external agencies, schools |
| | Pre to K Transition | Orientation to school, liaison between school/pre-school personnel and parents/carers and school visits for students. | School staff, external agencies, schools |

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

Identifying behaviours of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and involves behaviour that can cause harm.

Mulbring Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- Directly observing a child or young person's behaviour, interactions, verbal communications, or work produced (such as written materials, performances/actions, or artworks)
- A person disclosing information that is not previously known, either because it is added information or because it has been kept secret.
- Concerns raised by a parent, community member or agency.
- Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered support.

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 off the school 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

Types of Behaviour:

Positive Behaviour:

- Acts of kindness, cooperation, and respect towards others
- Following rules and procedures
- Engaging in constructive communication and teamwork
- School Citizenship

Negative Behaviour:

- Disrespect towards peers or authority figures.
- Disruptive actions in class or during activities.
- Aggressive or bullying behaviours, whether physical, verbal, or social.

Bullying is identified as ongoing;

Physical Bullying: Hitting, biting, kicking, pushing or any form of physical aggression.

Verbal Bullying: Name-calling, insults, teasing, or making threats.

Social bullying: Excluding someone from a group, spreading rumours or damaging someone's reputation, intimidation or using fear to gain power over someone.

Cyber-Bullying is;

Harassment via Digital Platforms: Sending threatening or abusive messages through social media, text messages or email.

- Spreading rumours Online: Sharing false information or gossip about someone through social media or other online platforms
- Impersonation: Pretending to be someone else online to damage their reputation or relationships
- Exclusion from Online Groups: Deliberately leaving someone out of online conversations or groups, leading to feelings of isolation.

Strategies and Responses for Student Behaviour

Mulbring Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

Verbal and non-verbal specific positive feedback which is the most powerful way to;

- Help adults and learners to focus on positive social behaviour.
- Increase the likelihood that students will use the expected behaviours and skills in the future.
- Decrease unexpected behaviour and reduce the need for corrective responses.
- Enhance self-esteem and build an internal focus of control.

Specific positive feedback may not be sufficiently reinforcing for some students, so the following school-wide practices are also in place:

- Merit Awards- Student Achievement (Assembly Awards)
- Positive Behaviour for Learning – PBL- Mulbring MAC (School Mascot) tokens for recognition of targeted appropriate behaviour- weekly draw from mailbox- 2 positive awards drawn.

- School Mascot- linked to Positive Behaviour for Learning Focus- class points for focus behaviours 3 weekly cycle- the class receiving the most points is awarded the School Mascot for their classroom for 3 weeks.
- Special Reward Days- e.g. Home Reading
- Letters of Recognition
- Sports Awards/Recognition at assemblies/morning lines
- In-class reward systems, recognition –e.g. stickers, verbal/written praise, dip box (Principal), class points.

In the first instance, to support and manage behaviours of concern and individual needs, the following procedure will be implemented:

- Students are encouraged to emotionally regulate using taught strategies such as Mindfulness, Physical activity, colouring- in, counting to ten.
- Rule reminders, non-verbal; cues such as proximity, signals, attending, praise, and redirection with specific corrective feedback are utilised.
- Students are given an opportunity to meet classroom/playground behaviour expectation before a low-level consequence such as participation in reflection time is applied.
- Staff seek help from the principal or another staff member if there is a risk to safety.
- Intermittent/infrequent incidents are recorded on our centralised recording system- SCHOOLBYTES and this will be monitored to inform family if repeated or if a range of corrective responses have not been successful.
- For our Bullying Response Flowchart- refer to APPENDIX 1

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.

Referral to Learning and Support team, School Counsellor, Assistant Principal Learning and Support, Team Around a School or outside agencies will be actioned if behaviours are frequent, repeated, or of serious concern.

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

Detention as such is not applied at Mulbring Public School. Rather, we apply a process of having a consequence, participating in reflection time, walking with the teacher during play time, discussing the behaviour of concern and corrective responses.

A reflection conversation will look like; What happened? Who got hurt? What did you do? What could you have done instead next time?

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Review dates

Last review date: 4th February 2025

Next review date: 6th February 2026.

Appendix 1: Bullying Response Flowchart

