

# Mittagong Public School

## School Behaviour Support and Management Plan

### Overview

Mittagong Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning, Resilience, Rights and Respectful Relationships, Peer Mediation, WHIN and Chaplain programs, Breakfast Library, and Learning and Support Team.

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

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

- **RESPECT** - Having regard for yourself and others and accepting the right of others to hold different or opposing views
- **RESPONSIBILITY** - Being accountable for your individual and community's actions towards yourself, others and the environment
- **CO-OPERATION** - Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
- **SAFETY** - Acting in a safe way towards self and others

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

#### **To engage learners through,**

- **Behaviour expectations through PBL with explicit teaching and modelling behaviour.**
- **Recognise student achievement with PBL reward systems, SRC activities and merit certificates.**

- **Support student behaviour across the curriculum through building positive relationships and assisting students through the Care Continuum.**

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/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                      | PBL Tier 1                                      | Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.  | Whole School                        |
| Prevention                      | Resilience, Rights and Respectful Relationships | A program to develop students' social, emotional and positive relationship skills.  | Whole School                        |
| Prevention                      | Breakfast Library                               | The Breakfast Library is a program that seeks to support children by supplying them with a regular, health breakfast to enhance health and wellbeing, whilst boosting literacy development by gifting each child with brand new and engaging books to collect and keep.   | Whole school                        |
| Early intervention              | Peer Mediation                                  | Peer mediation offers a dispute resolution process by which students are actively involved in resolving their own disputes. It is a strategy which many schools find to be very effective. This program involves two trained students assisting other students through a structured process to reach a resolution of a dispute. | Small group to support Whole School |
| Early Intervention              | Lego® Play Based Therapy                        | LEGO® Play Based Therapy is a social development program that uses LEGO® activities to support the development of a wide range of social skills within a group setting.   | Small groups of students Staff      |
| Early and Targeted Intervention | Lion Lounge                                     | Play based opportunity during break times to develop social skills including communicating with others to develop   | Small groups of students and staff. |

| Care Continuum                       | Strategy or Program  | Details   | Audience                                |
|--------------------------------------|----------------------|---|---|
|                                      |                      | and maintain positive interactions with others.   |   |
| Targeted and Individual Intervention | Learning and 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 and staff |
| Individualised intervention          | Zones of Regulation  | The Zones of Regulation is a framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.                              | Small group or Individual students      |
| Individualised Intervention          | WHIN                 | The Wellbeing and Health In-reach Nurse (WHIN) work closely with local health and social services to support students and their families on a wide range of health and wellbeing issues.  | Individual students                     |
| Individualised Intervention          | Chaplain             | Chaplain will support the emotional wellbeing of students and the broader school community through the provision of pastoral care services.   | Individual students                     |

## Detention, reflection and restorative practices

| Action  | When and how long?  | Who coordinates?       | How are these recorded?   |
|---|---|------------------------|---|
| <p><b>Reflection and Restitution – lunchtime table talks</b></p> <p>Will be held in the Reflection and Restitution Room by an Executive staff member who will hold restorative approach.</p> <p>A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.</p> <p>It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.</p> <p>Reflection time will be conducted outside of eating and toileting times.</p> | <p>During first break for up to 25 minutes</p> <p>Grades - K-2 – 10 -15 minutes</p> <p>Grades 3-6 20-25 minutes</p> | <p>Executive Staff</p> | <p>In Sentral</p> <p>Parent letters sent home to communicate attendance</p> |

### Partnership with parents/carers

Mittagong Public school will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through P&C and AECG partnerships. Parent and Community engagement with the School Community Charter, the Behaviour Code for Students and PBL Core values.

### Consultation with community and parents

Mittagong Public school will communicate these expectations to parents/carers by:

- P&C Meetings
- School website
- Fortnightly newsletters
- Sentral parent portal
- PBL Parent information night



## School Anti-bullying Plan

Mittagong Public School's anti-bullying plan can be accessed [here](#). Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#) for further information.

### Reviewing dates

Last review date: 20 February 2023

Next review date: 20 February 2025