

Mullaley Public School Behaviour Support and Management Plan

Overview


Mullaley 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 include a strategic whole-school approach that encourages collaborative partnerships between our school, students, parents and carers and community members.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Students:

- Respect and show courtesy to each other, their teachers and school staff and community members
- Respect and value the interests, ability, and culture of others
- Follow class and school rules and directions given by teachers
- Dress appropriately by complying with the school uniform and dress code
- Take care with property that belongs to themselves, their peers and the school
- Negotiate and resolve conflict with respect and empathy and take personal responsibility for behaviour and actions
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Respect and care for themselves and others
- Attend school every day and arrive at school and class on time
- Be prepared for learning and be an active participant
- Strive to achieve the highest standards of learning



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

- A strategic whole-school approach that establishes and maintains high expectations for student behaviour
- Creating a respectful, inclusive school and classroom environment
- Explicitly teaching social and emotional skills and behaviour expectations in and out of the classroom
- Early intervention, targeted intervention and individual intervention
- Effective role modelling
- Being proactive and prevention-focused
- Using relationship-based and restorative approaches
- Engaging with specialist staff and services to support school leaders, teachers and students
- Assessing and monitoring school, student and staff needs

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	Classroom Management	<ul style="list-style-type: none"> Strong teacher/student relationships Communicating school/class expectations with students and parents/carers Class and school based systems of expectations and positive reinforcement Explicit teaching and modelling of behaviour expectations and social skills Liaison with previous teachers, schools and external paraprofessionals Social skills programs, turn taking activities, integrating mindfulness and movement breaks High quality differentiated teaching A restorative approach that focuses on building, maintaining and restoring positive relationships 	Students Parents/carers Teachers
Prevention	Connection to Country	<ul style="list-style-type: none"> Implement Gamilaroi culture and language in lessons and programs Establish and maintain a positive partnership with our local AECC Encourage access to culture camps and Aboriginal support groups such as Winanga-Li Aboriginal Child and Family Centre. Ensure professional learning is available for understanding the Gamilaroi culture, local customs, sacred sites, beliefs and language 	Students Teachers
Prevention	Professional Learning	<ul style="list-style-type: none"> Ensure staff have regular access to professional learning that supports restorative practices, disability adjustments, trauma informed practice, differentiation and explicit teaching, understanding behaviour and strategies, and Connecting to Country 	Teachers Support Staff Executive Staff
Early Intervention	Classroom management	<ul style="list-style-type: none"> Explicit teaching and modelling of specific skills including behaviour expectations and social skills Communication with parents and the use of communication books Restorative practices and circle time Self-regulation training through energisers, yoga, heavy work or with tools such as weighted blankets 	Student Parents/Carers Teacher
Targeted Intervention	Classroom management	<ul style="list-style-type: none"> Communication with parent/carer with communication books Modified individual expectations and goals Transition strategies Support from delivery support team such as Behaviour Specialist, School Counsellor, Home School Liaison Officer, Learning and Wellbeing Coordinator 	Student Parents/Carers Teacher
Individual Intervention	Classroom management	<ul style="list-style-type: none"> Integrate Individualised Support Plans for the student Communication with parent Sensory assessment and supports Programs to explicitly teach social competence, social-emotional skill develop and interpersonal skills Attendance programs Negotiated playground programs Develop appropriate behaviour expectations and strategies with the Learning and Support Team Monitor the impact of support through data collection Provide consistent strategies and adjustments 	Student Parents/Carers Teacher

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Meditation	Recess/Lunch 10-20 minutes	Teacher/Principal	School behaviour management record system
Teacher-directed time-out	When needed 5 minutes, unless otherwise identified in individual support plan	Teacher	School behaviour management record system
Self-directed time-out	When needed and for as long as necessary	Student/Teacher	School behaviour management record system
Reflection	Recess/Lunch 5 – 15 minutes	Teacher/Principal	Student reflection slips School behaviour management record system

Partnership with parents/carers

Mullaley Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by including expected student behaviours in induction and enrolment packages, staying in communication with parents/carers through email, messages and phone calls, providing access to Department and external services, and working closely with parents/carers to establish individualised plans that will support students.

Mullaley Public School will communicate these expectations to parents/carers by sending home behavioural expectations via transition and induction resources for parents/carers and students, through the school website, and when conducting meetings over the phone or face-to-face.

School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#), or to our school's anti-bullying plan at https://mullaley-p.schools.nsw.gov.au/content/dam/doe/sws/schools/m/mullaley-p/localcontent/antibullying_planmps2018.pdf

Reviewing dates

Last review date: 17/02/2023

Next review date: 20th of December 2023