

Mudgee Public School Behaviour Support and Management Plan

School Vision Statement

At Mudgee Public School we are confident, engaged lifelong learners. We are committed to providing a quality and equitable education. Everyone belongs and is valued. Every student succeeds and thrives.

Overview

Mudgee Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of the Positive Behaviour for Learning framework are implemented to improve social, emotional, behavioural and academic outcomes for students. The Berry Street Education Model aims to enhance engagement for students with complex, unmet learning needs while fostering self-regulation and positive relationships. It also supports the wellbeing, growth, and academic achievement of all students.

Mudgee Public School currently allocates a classroom teacher dedicated to the role of supporting wellbeing across the whole school. With a dedicated space (The HUB) to support student wellbeing and related prevention and support initiatives to take place as required. All these strategic processes underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

In line with Mudgee Public School's Strategic Improvement plan, we aim to:

- Ensure positive, respectful relationships are evident and widespread across our school community, fostering connectedness and feelings of belonging.
- Ensure a culturally safe and aware, inclusive environment for the whole school community.
- To build and strengthen sustainable partnerships to ensure parents and students are valued and each individual child is supported academically, socially and emotionally to enhance teaching and learning and promote continuous school improvement.

To achieve our mission, key programs prioritised and valued by the school community are:

[PBL at Mudgee Public School](#)

[Berry Street Education Model \(BSEM\)](#)

[Seasons for Growth](#)

[PDHPE Syllabus](#)

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Mudgee Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Mudgee Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Mudgee Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

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

To be safe, respectful, responsible and active learners.

BEE SAFE	BEE RESPECTFUL	BEE RESPONSIBLE	BEE AN ACTIVE LEARNER
Keep hands, feet and objects to yourself	Listen to and follow adult instructions	Be an upstander, not a bystander	Try your personal best
Move safely and sensibly	Be inclusive and considerate of others	Look after our school and take care of the things in it	Be on time and ready to learn
Be in the right place at the right time	Use nice words and speak politely	Use the problem-solving wheel to find solutions	Have your equipment ready to learn
Wear the correct school uniform	Take turns, share and play fair	Make sensible decisions when using technology	Every day - learn something, think something, be creative!

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 cyber-bullying 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
- 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
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Full time dedicated Wellbeing teacher	A classroom teacher dedicated to the role of supporting student wellbeing across the whole school. To triage and allocate school based resources as required as well as capacity to liaise with allied health professionals and non-government support agencies from within the local community. This role also supports families from our school community.	All
Prevention	National Student Wellbeing Program	The National Student Wellbeing Program is a Commonwealth-funded initiative to support the wellbeing of students and the broader school community through the provision of pastoral care and/or wellbeing support services through a school chaplain or student wellbeing officer.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention	<u>PBL at Mudgee Public School</u>	an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.	All
Prevention	<u>Berry Street Education Model (BSEM)</u>	The Berry Street Education Model aims to enhance engagement for students with complex, unmet learning needs while fostering self-regulation and positive relationships. It also supports the wellbeing, growth, and academic achievement of all students.	ALL
Prevention	<u>National Week of Action (NWA)</u>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, ALL students
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Breakfast Club	MPS provides breakfast served from the school canteen daily for students to support health, wellbeing and engagement of students	Students K-6
Prevention	Yarning Circle	MPS provides a yarning circle option at lunch times 1 day per week	Students K-6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools to prevent and respond to cyberbullying</u>	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Seasons for Growth	Small group intervention that strengthens emotional wellbeing of children and young people who are dealing with changes in their life in a small group environment at school.	Individual students K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted / individual intervention	<u>Attendance support</u>	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. A small	Individual students, attendance co-ordinator

Care Continuum	Strategy or Program	Details	Audience
		school bus is allocated to be used as a strategy to support students to attend school.	
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Individual intervention	Stewart House Referrals	The LST annually identify students and apply for placements for the 2 week Program at Stewart House	Individual students, parent/carer, LST, Principal
Individual intervention	Student assistance	Providing targeted student support through initiatives such as recess packs, fresh fruit supplied by Woolworths, financial assistance for excursions, access to uniforms, and other essential resources.	Individual students, parent/carer, LAST, AP

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

Identifying behaviour 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 repeated and involves behaviour that can cause harm.

Mudgee 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 student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a 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 appropriate support, for example through the school counselling service.

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.

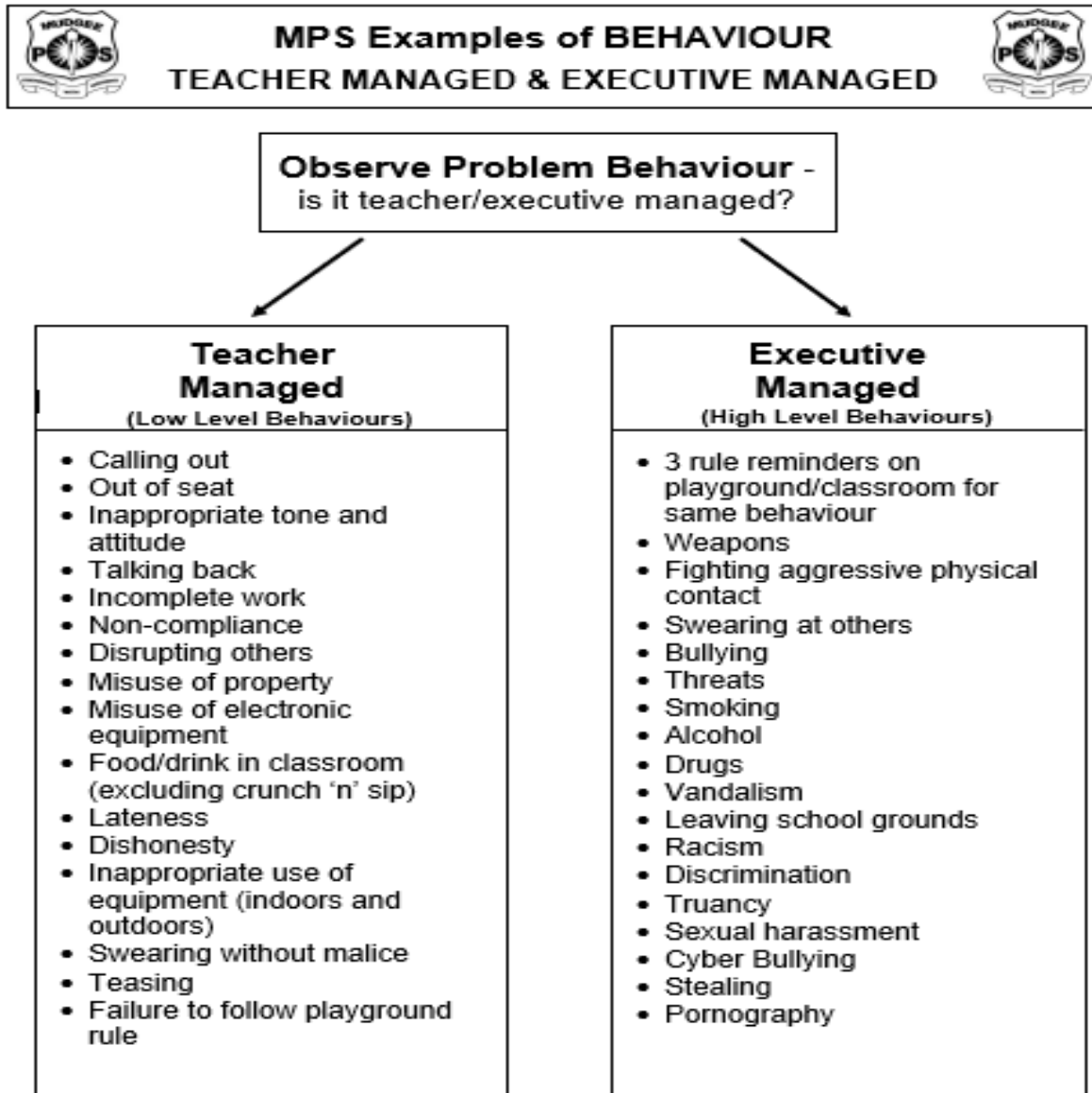
Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on CENTRAL system. These include:

Warning, class t/o, buddy teacher t/o, t/o to exec, conference with student, playground t/o, playhouse t/o L1, L2, support provided, parent contact

Conference w stu, L2, L3, L4, playhouse timeout, planning room, parent contact, suspension warning, **short suspension** – link to DoE, long suspension **link to DoE**, t/o to exec.



Mudgee Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Wellbeing HUB processes, Positive Behaviour for Learning and Berry Street Education Model consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing SENTRAL system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on the Sentral based system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning is taught through PBL lessons, Berry Street and the PDH syllabus.</p>	<p>4. Teacher records on Behaviour / wellbeing SENTRAL system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at weekly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing SENTRAL system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and Expulsion Procedures apply to all NSW public schools.

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

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Planning Room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)</p>	<p>Next day at either lunch or recess break</p>	<p>Executive Team</p>	<p>Documented in [Behaviour / wellbeing SENTRAL system]</p>
<p>Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)</p>	<p>Next break</p>	<p>Executive Team</p>	<p>Documented in [Behaviour / wellbeing SENTRAL system]</p>
<p>Restorative practice – focuses on repairing relationships and building a positive school community by helping students understand the impact of their actions on others. It encourages accountability, problem-solving, and respectful communication to resolve conflicts and promote a supportive environment for everyone.</p>	<p>Scheduled for either lunch or recess break</p>	<p>Assistant Principal</p>	<p>Documented in [Behaviour / wellbeing SENTRAL system]</p>

Review dates

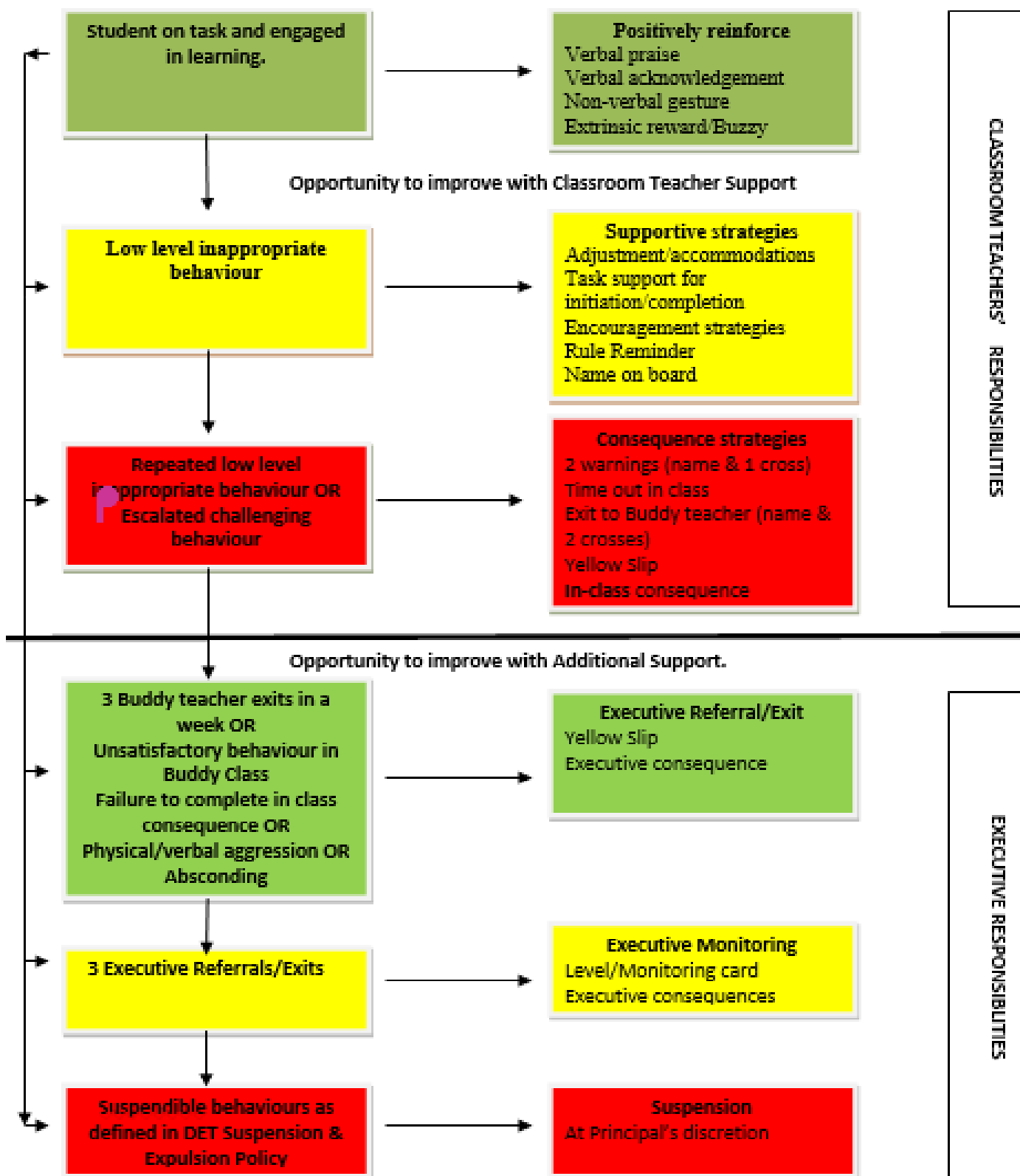
Last review date: 31/1/2025

Next review date: 31/1/2026

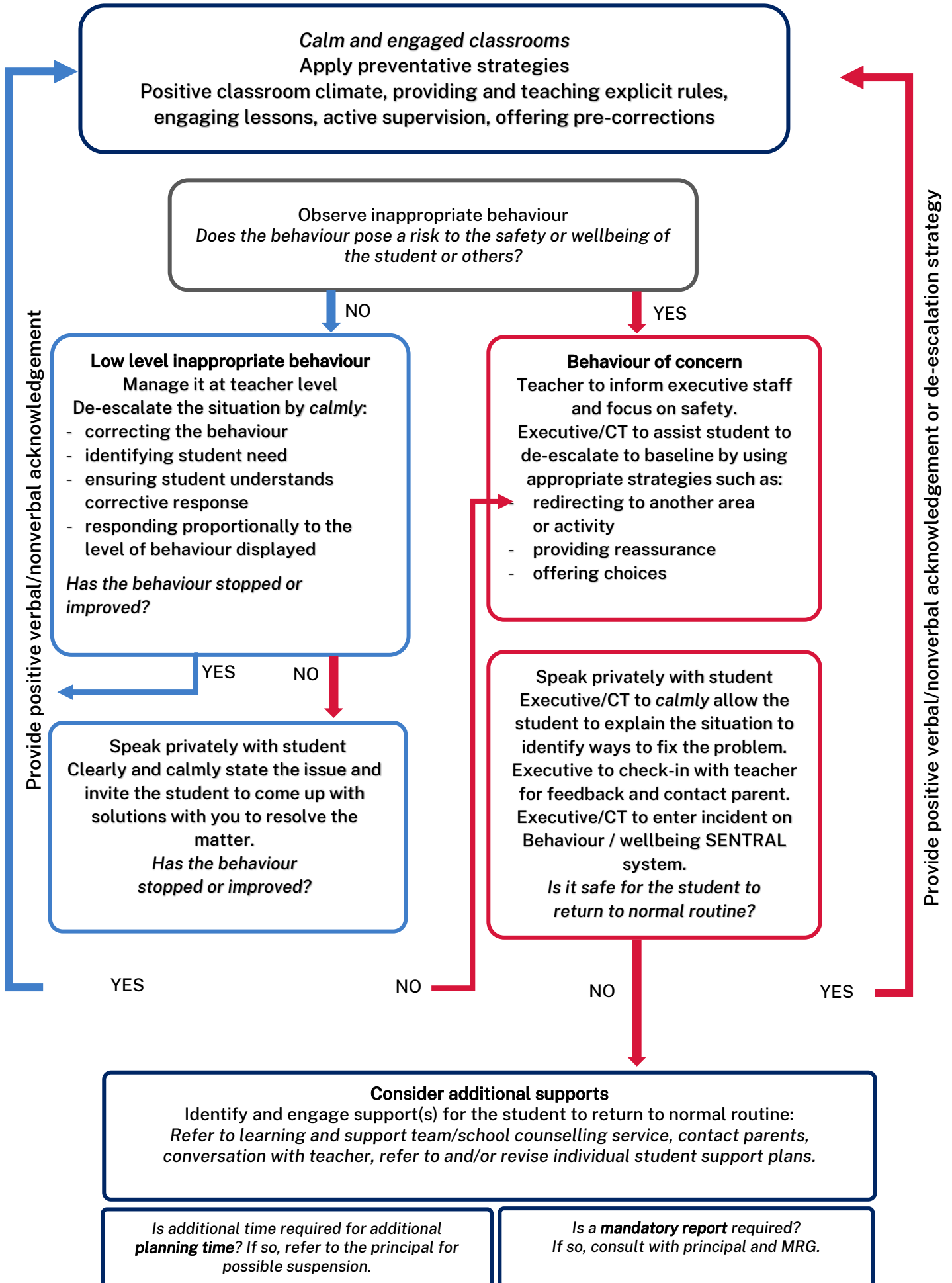
Appendix 1: Classroom Discipline Flowchart



MUDGEE PUBLIC SCHOOL CLASSROOM DISCIPLINE FLOW CHART



Appendix 2: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Mudgee Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

