

Mowbray Public School

Behaviour Support and Management Plan



This document details the procedures for the management of student behaviour and wellbeing at Mowbray Public School. It is informed by community consultation with students, teachers and parents.

This document is informed by the following Department of Education documents:

- Student Behaviour Policy <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>
- Behaviour code for students
- Bullying of Students – Prevention and Response Policy
- The Wellbeing Framework for Schools <https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>
- School Community Charter <https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

SCHOOL EXPECTATIONS

Behaviour support and management is critical to creating engaging and effective classrooms. Mowbray Public School has five school rules which are visible in all indoor and outdoor learning environments. The three rules are:

- I am respectful
- I am safe
- I am a responsible learner

These rules are revised at the beginning of every school year, with every class. Class teachers have the option of creating extra rules for their classroom, however, it is preferred that all teachers use the opportunity to highlight what each rule means in their learning space.

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR, INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimization and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

Student responsibilities

The '**Behaviour code for students: NSW public schools**' states that we are '*committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.*'

Students are expected to comply with the behaviour code through respect, safety and engagement. Students will:

- **Respect** others by treating one another with dignity, speaking and behaving courteously, and develop positive and respectful relationships.
- Be **safe** by resolving conflict with empathy, take responsibility for their behaviour and actions, and care for themselves and others.
- **Engage** in their education by attending school every day, arrive on time and actively participate in learning to achieve their best.

Teacher responsibilities

The **'Wellbeing Framework for Schools'** states that *'the school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.'*

Teachers are expected to support the cognitive, physical, social, emotional and spiritual development for all students. Teachers will:

- **Connect** students to engaging and rewarding personalised learning experiences through respectful relationships.
- Support students to **succeed** in striving towards meaningful goals in a positive, supportive and encouraging learning environment.
- Encourage students to **thrive** in a learning environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

Parent responsibilities

The Department of Education's **'Student Behaviour Policy'** states that *'Parents and carers are expected to work in partnership with the school, service providers and the wider school community to support to support their child's behavioural development and successful engagement in learning consistent with the School Community Charter'* <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Parents are expected to support and encourage positive student engagement in learning by ensuring their child attends school every day, follows the school and class rules, and respects all members of the school community. Parents are expected to accept shared responsibility for their own child's behaviour and communicate with school staff regarding learning or discipline concerns.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Mowbray PS reward system is as follows:

Tokens to support collective team spirit used for sports house points. The first token box full means the winning house chooses a reward day (mufti, extra lunch play, etc.).

Class blue awards given every Friday.

Five blue awards = gold award – given out at stage assemblies.

Five gold awards = banner -given out at whole school assemblies.

Three banners = school medallion given out at Presentation Day.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Best practice in supporting student behaviour involves a preventive, student-centred and positive approach.

The **Mowbray PS 'Behaviour and Wellbeing Procedures Flowchart'** will be referred to at all times to manage inappropriate student behaviour. Appendix 1 is a list of examples of inappropriate or anti-social behaviour.

The **Mowbray PS anti-bullying plan** supports the management of inappropriate student behaviour (see Appendix 2).

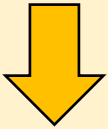
Time out is used as a consequence for inappropriate or anti-social behaviours. A time out will be the next available lunch time. The time out will be held in the administration building with an Assistant Principal.




Mowbray Public School

Behaviour and Wellbeing Procedures Flowchart

ACTION	CLASSROOM	PLAYGROUND
Appropriate learning behaviours	School rules are displayed in every classroom.	School rules are displayed in the playground.
Mowbray Public School rewards system used in the classroom and playground		

Inappropriate or anti-social behaviours 	Students are given two warnings for inappropriate behaviour (which could include reflection time in the classroom).	A student behaving inappropriately on the playground will be given one warning by the teacher on duty. A second warning will mean reflection time with the duty teacher. Reflection time with the teacher means a Sentral wellbeing incident is logged and class teacher and AP are informed .
CONSEQUENCE: Wellbeing incident logged on Sentral by class teacher. Sent to the Assistant Principal for restorative practice. Assistant Principal to complete the 'Follow Up Actions' in Sentral.		

Repeated inappropriate or anti-social behaviours 	Students sent to an Assistant Principal twice within a five week time frame for inappropriate behaviour.	If the student repeats a playground behaviour within a five week time frame, the consequence below is followed. If there is a single incident that justifies an instant orange card, this will be organised by the AP.
CONSEQUENCE: Assistant Principal issues an orange card and contacts parent by phone to discuss the incident. Student has an official time out with AP during the next available lunch break.		

Inappropriate or anti-social behaviours where safety may not be manageable	Behaviour with no regard for the safety and wellbeing others. This may be a repeated behaviour or a first time offence. Behaviours may include (not limited to) physical violence or destruction of school/personal property.
CONSEQUENCE: Red card issued by Deputy Principal or Principal. Parent is informed by phone if immediate action is required. Student has an official time out with AP during the next available lunch break.	

High level behavioural incidents e.g. high level violence, possession of weapons, etc
CONSEQUENCE: Parent is informed by phone if immediate action is required. Department of Education policy must be followed at all times.

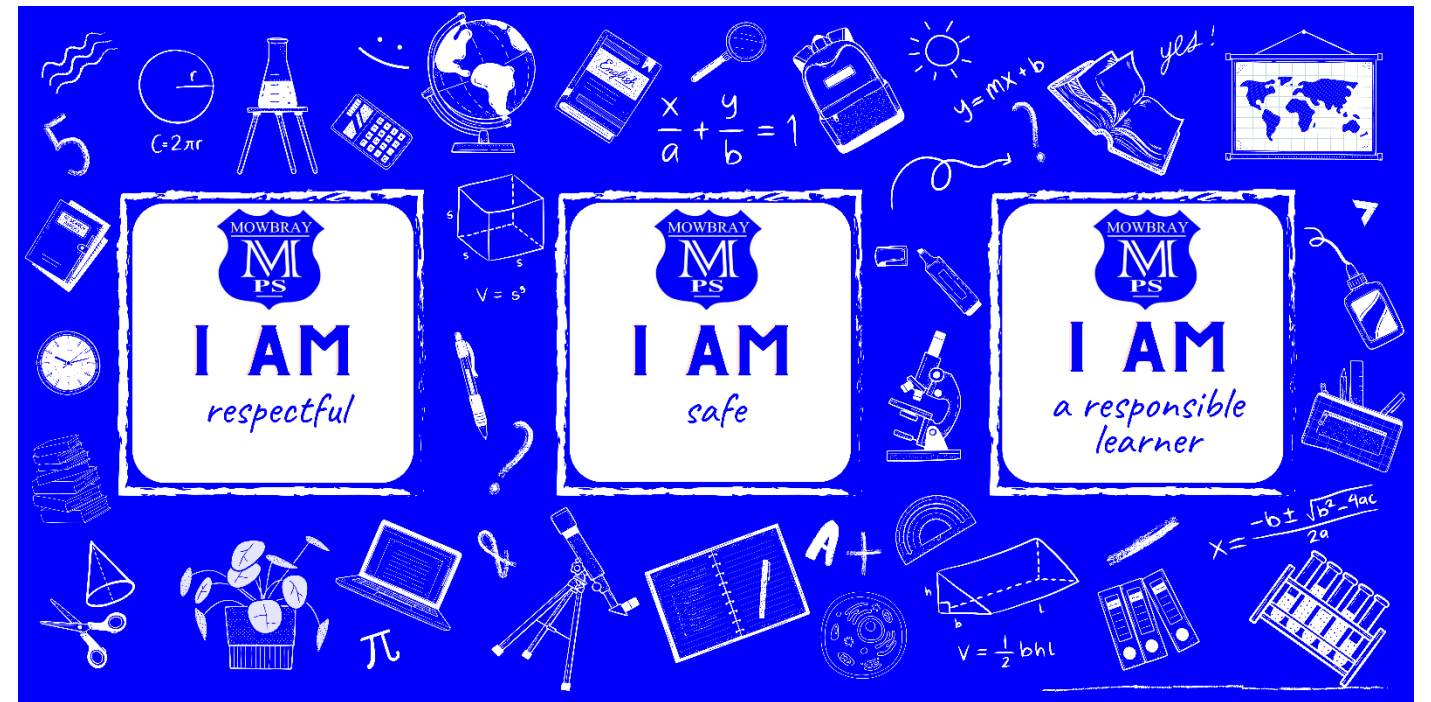
This behaviour process is a guide only. MPS reserves the right to changes these processes according to the frequency of the individual student's behaviour or a student's individual behaviour plan.

APPENDIX 1:

Examples of inappropriate behaviour:

- Does not follow the school rules (safe, respectful, responsible learner)
- Uses inappropriate language
- Refuses to follow a routine or teacher instructions
- Steals or forcibly takes personal items from others
- Distracts others from learning while seated in the classroom
- Ignores directives from teachers or other school staff
- Brings inappropriate items to school
- Responds inappropriately to redirection in academic or social situations
- Does not demonstrate appropriate use or care of school materials
- Interrupts whole class, group or individual class time
- Leaves the classroom without permission

APPENDIX 2:



All classrooms and additional learning spaces display these three school expectations. A large sign in the main playground area displays these expectations too.