

Murrumbateman Public School

Behaviour Support and Management Plan

Overview


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

Promoting and reinforcing positive student behaviour and school-wide expectations

Murrumbateman Public School is committed to providing safe, supportive and responsible learning environments for everyone. We teach and model the behaviours we value in our students. Promoting the learning, wellbeing and safety of all students is a high priority at our school. We implement teaching and learning approaches to support the development of skills needed by students to meet our values of curiosity, inclusion, and personal best.

Inclusive education means that all students, regardless of disability, ethnicity, socioeconomic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life and is supported by culture, policies and everyday practices.

We strive to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural and academic curriculum, which caters for the individual needs of students. The culture of learning from mistakes and developing deeper understanding of our actions, promotes opportunities for students to take responsibility when things go wrong.



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

Be Curious – Curiosity keeps leading us down new paths

The school will achieve this by:

- Providing engaging and purposeful learning opportunities.
- Promoting learning for students and teachers through collaboration, social interaction and active investigation.
- Explicit teaching of learning dispositions that encourage learners' self-management and self-direction.
- Facilitating learning and connection with learning spaces and technology.

Be Inclusive –Inclusive classrooms lead to inclusive societies

The school will achieve this by:

- Creating a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community.
- Communicating effectively; communicating promptly and communicating often.
- Establishing frameworks, policies and practices to support a safe and inclusive learning environment.
- Work collaboratively with families and community to ensure inclusion.

Be your Best – Being your best is more important than being the best

- There is a culture of high expectations for all students with teachers who emphasise continuously improving.
- That all students connect, succeed and thrive in their learning and relationships.
- Students behave in a socially acceptable way and understand the school rules.
- Students develop a sense of cultural identity and a sense of belonging to the wider community.

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	Relationships How 2 Learn Values Education Celebration of success Strong community connections Feedback Student Voice Student Agency Engaging and authentic learning and assessment opportunities A safe, secure and attractive learning environment Behaviour Code for Students Rights and Responsibilities	<ul style="list-style-type: none"> • Central to the success of the Inclusive Respectful and Engaging strategy at Murrumbateman PS is the relationship between students, parents and staff. • Genuine verbal positive reinforcement is given regularly in classrooms and the playground. • Student are acknowledged for success in class and via school Facebook posts and phone calls home, tokens towards house awards. • Classrooms implement a range of management systems where students are acknowledged for positive behaviour. • How 2 Learn, which is part of our wellbeing strategy, covers topics of resilience, respect, and relationships. • Integrating mindfulness, movement breaks and social/emotional learning into teaching and learning programs. • Programs reflecting NSW Syllabus syllabi along with school scope and sequence. • Effective assessment and evaluation practices. • Verbal feedback is timely and relevant. • Students showcase their learning to parents in a variety of ways including learning showcases and celebration of community events. • Student voice is and agency is encouraged and feedback from students is applied to school planning and decision making. • The Behaviour Code for Students and the Rights and Responsibilities chart are on display around the school and high expectations of student conduct are always in effect. • A restorative approach that focuses on building, maintaining and restoring positive relationships. • Explicit, direct instruction • The Behaviour Code for Students and the Rights and Responsibilities chart are on display around the school and high expectations of student conduct are always in effect. • A restorative approach that focuses on building, maintaining and restoring positive relationships. 	

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Accommodations and adjustments to meet student needs Communication and open conversations	<ul style="list-style-type: none"> Classroom teachers discuss incidents with parents so they are aware. These conversations should include reporting the incident, as well as any interventions, responses and consequences. Written accounts should be taken and the incident entered onto Sentral. The principal will monitor. Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Incidents will be discussed at stage meetings and if needed, students will be added to a list where they will be supported in the classroom/playground as a preventative response. Social Stories; Visual timetables; Sensory support – fidgets, wobble stools etc. Preschool visits and observations Transition programs and transition interviews with parents and preschool staff Talk to all students involved ensuring a fair and respectful process in gaining the full picture. Restorative actions should be taken and consequences should be agreed upon. Inclusive Practice Hub 	
Targeted Intervention	Individual Support and Strategies	<ul style="list-style-type: none"> Initialit; Multilit; Heggerty; Bridge the Gap Small group support Zones of Regulation posters, prompts and language Cognitive Load Theory – brain breaks, lesson length Individual learning and behaviour programs Behaviour Support Plans Learning and Support team referral and support Mentors may be chosen for students to check-in with students. 	
Individual Intervention	Specialist Support	<ul style="list-style-type: none"> Personalised Attendance Plans Personalised Learning Programs Meetings with external providers School Counsellor Specialist DoE personnel Specialist external providers Risk Management Plans Functional behaviour assessments Integration funding support 	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Choice Theory – providing students with a choice – this or that.	Ongoing	All staff	Sentral (if required)
Reminder of expectations	Ongoing	All staff	Sentral (if required)
Restorative questions and practices – Student Conferences	Ongoing	All staff	Sentral
Playground Problem Solver	Ongoing	All Staff	Sentral (if required)
Walk and Talk (on the playground)	Ongoing	All Staff	Sentral (if required)

Partnership with parents/carers

Murrumbateman Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by presenting to P&C meetings and emailing out to all parents seeking feedback and comments.

Murrumbateman Public School will communicate these expectations to parents/carers by Facebook posts; Sentral notifications through the parent portal and emails.

School Anti-bullying Plan

Refer to our website to access the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Reviewing dates

Last review date: Term 1, 2023

Next review date: Term 1, 2024