

# Mortlake Public School



## Behaviour Support and Management Plan

### OVERVIEW

Mortlake 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 and Zones of Regulation.

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

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



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

	All Settings	Playground and Canteen	Classrooms, Library and Music	Hall and Assembly	Office	Toilets	Walkways and Stairs	Excursions and Sport	Virtual Spaces
We are Learners	<p>We are prepared for learning.</p> <p>We ask thoughtful questions.</p> <p>We make connections in our learning.</p> <p>We think about where our learning is going and what we need to do next.</p> <p>We are collaborative and we learn from and with others.</p> <p>We listen to and follow instructions.</p> <p>We are resilient and attempt all tasks.</p> <p>We have a positive and growth mindset.</p> <p>We ask for help when we need it.</p>	<p>We play by the agreed rules of the game.</p> <p>We manage disagreements by speaking to the teacher.</p> <p>We care about the needs and feelings of others.</p> <p>We look after the environment.</p> <p>We learn from mistakes and consider what we would do differently next time.</p> <p>We prepare our money and keep it safe and to ourselves.</p>	<p>We create a positive environment for our learning.</p> <p>We share our ideas and build on others' ideas.</p> <p>We are active listeners.</p> <p>We ask good questions and explore idea.</p> <p>We give and respond to feedback.</p> <p>We confidently express our learning in a range of ways.</p> <p>We think critically about our learning.</p> <p>We put in an effort to achieve success.</p> <p>We borrow, read, care for, and return books.</p>	<p>We are active listeners.</p> <p>We think of others.</p> <p>We receive awards with pride.</p> <p>We appropriately celebrate the achievement of others.</p> <p>We participate appropriately in whole school activities and singing.</p>	<p>We deliver a message promptly and return to class.</p> <p>We speak clearly and listen when spoken to by staff.</p>	<p>We go to the toilet during breaks</p> <p>We use water and soap wisely</p> <p>We report problems to the teacher.</p> <p>We spend a short amount of time.</p>	<p>We get to class promptly.</p> <p>We are in the right place at the right time.</p> <p>We move calmly, with focus.</p> <p>We enter class ready to learn.</p>	<p>We are prepared for learning.</p> <p>We actively listen and participate fully.</p> <p>We practise or skills.</p> <p>We learn and follow the rules.</p> <p>We work as a team and negotiate rules.</p> <p>We are inclusive.</p> <p>We know what we are expected to learn.</p>	<p>We are prepared for learning.</p> <p>We actively listen and participate fully.</p> <p>We logout after use.</p> <p>We learn from reputable sites.</p>

We are Respectful	<p>We treat others the way we would like to be treated.</p> <p>We listen actively and communicate politely.</p> <p>We keep the school tidy.</p> <p>We take care of property.</p> <p>We follow teacher instructions.</p> <p>We return equipment/tools to where they belong.</p> <p>We wear the correct school uniform.</p> <p>We give reasons when we agree or disagree with others.</p>	<p>We share play areas/spaces.</p> <p>We take turns.</p> <p>We take care of the school belongings and ours.</p> <p>We communicate clearly.</p> <p>We show tolerance and recognise each other's differences.</p> <p>We keep our environment clean by putting our rubbish in the bin.</p> <p>We put our hand up and wait patiently when we are ready to play.</p> <p>We return equipment neatly to where it belongs.</p>	<p>We use an inside voice.</p> <p>We collaborate.</p> <p>We respect the right for everyone to learn.</p> <p>We take care of our resources.</p> <p>We handle musical instruments with care.</p>	<p>We enter and leave quietly.</p> <p>We use active listening.</p> <p>We sit quietly with our hands in our laps and our legs crossed.</p> <p>We clap politely.</p> <p>We sing the school song and National Anthem proudly.</p> <p>We celebrate other students' achievements.</p>	<p>We wait patiently and quietly.</p> <p>We communicate clearly with manners.</p> <p>We treat others the way we would want to be treated.</p>	<p>We keep the toilets clean and tidy.</p> <p>We allow privacy for others and ourselves.</p> <p>We use toilet paper appropriately.</p> <p>We flush the toilet after use.</p>	<p>We walk quietly.</p> <p>We knock on the classroom door before entering.</p> <p>We use manners by saying excuse me.</p> <p>We respect the belongings of others.</p>	<p>We follow teachers' instructions.</p> <p>We are good sports and play fairly and encourage others.</p> <p>We respect the decisions of others.</p> <p>We wear our school uniform.</p> <p>We use appropriate language and manners.</p> <p>We are punctual.</p> <p>We care about the members of the public.</p> <p>We represent our school proudly.</p>	<p>We use kind words.</p> <p>We care for school devices.</p> <p>We follow copyright.</p>
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<b>We are Safe</b>	We Stop, Walk, and Talk	We wait quietly in lines after the bell.	We use equipment safely.	We keep our hands and feet to ourselves.	We walk inside and outside the buildings.	We are hygienic by washing hands with soap.	We walk in lines and keep to the left.	We listen to the teachers/ adult's instructions.	We keep passwords to ourselves.
	We keep our hands and feet to ourselves.	We put our lunch boxes away.	We enter and leave a classroom sensibly.	We enter and leave, walking quietly.	We ask permission to go to the office.	We do not play in the toilets.	We wait patiently and quietly in lines.	We always stay with our class, group, or buddy.	We only interact with people we know.
	We wear a hat when outside.	We use and return play equipment appropriately.	We are in the right place at the right time.	We line up and wait our turn.	We enter through the front door.	We care for each other by showing respect.	We go directly to our destination.	We use equipment appropriately.	We keep personal information to ourselves.
	We report concerns to a teacher.	We wear hats when outside.	We put our bag in the correct place.			We go in pairs and our partner waits outside.	We are in the right place at the right time.	We ask before going to the toilet.	We only use trusted sites provided by teachers.
	We are in the right place at the right time.	We play where we are visible.	We are safe with the chairs (tuck them in, keep four legs on the floor).			We go in the cubical by ourselves.	We keep a safe space.	We wear a seatbelt when travelling.	We avoid unknown links and pop-ups.
	We use and return equipment appropriately.	We eat our food before we play.					We place our bags in the correct spot.	We wear a hat outside.	
	We communicate clearly.	We play in the correct areas.						We play within the boundaries.	
	We are reflective about our behaviour.	We stand quietly in stage lines to use the canteen.							

## Positive Behaviour for Learning

At Mortlake Public School we believe in a positive approach to education. Our program is based upon values derived from our mission statement.

Our core rules for students are:

- Be Safe
- Be Respectful
- Be a Learner.

The core rules included in PBL are universally applied across the school and are upheld through a merit and reward system. The rules of being safe, respectful learners extend beyond the classroom and into the home and community.

The school delivers explicit lessons as part of the PBL program, teaching students what each behaviour means and looks like in practice.

## Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation and self-control. According to the book *Zones of Regulation* by Leah M. Kuypers, creating this type of system to categorise the complex feelings and states

students experience improves their ability to recognise and communicate how they're feeling in a safe, non-judgmental way.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the red zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

At Mortlake Public School every classroom and learning space has a Zones of Regulation display so students can reset, redirect and identify how they are feeling.

Students participate in learning activities to deepen their understanding of the different regulation zones. Additionally, the staff use consistent language to support students in self-regulating.

### **Strategies to Recognise and Reinforce Student Achievement**

A wide range of strategies are employed to recognise and reinforce student achievement and positive behaviour. Strategies may include:

- Verbal praise
- Stickers
- Hand signing 'good work'
- 'I am working for...' charts
- 'First then Next' charts
- Positive Behaviour for Learning Awards and Pins
- Principal Awards
- Celebrations of student success through displays, newsletters and social media

- Awards given at Assemblies and on Presentation Day.

## **Sensory Processing Support**

All staff have an understanding of sensory processing in our students. Through this, students are presented with opportunities to meet their sensory needs through initiatives such as:

- Sensory breaks (timetables and incidental)
- Movement breaks
- Sensory menus
- Personalised sensory toolboxes
- Regulation plans

## **Learning Support Team (LST)**

The LST meets every fortnight. It comprises of the school executive team and the school counsellor. Classroom teachers are able to refer students to the LST for academic, behaviour, medical or social/emotional needs if they are concerned about their progress or participation at school. Parents/carers will be informed if their child is going to be referred to the LST.

## **School Counsellor**

The school counsellor supports the students, staff and families of Mortlake Public School and attends the school each week.

## **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

Mortlake Public School applies the care continuum to all strategies and programs implemented to achieve the best outcomes for our students.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Relationships with parents and students	A school wide culture of building strong relationships with families supports a shared consultative approach to implementing preventative strategies. This is supported through meet and greets, PLSP meetings, communication books, formal reviews, and face-to-face meetings.	Staff, families, individual students
Early intervention	Zones of Regulation	Explicit lessons teach students the individual zones and their meanings. Students then complete regular check-ins with staff support to implement their regulation plans as needed (co-regulation). The long-term goal is for all students to implement self-regulation strategies.	All students
Early intervention	PBL Tier 1 school-wide	As part of the PBL program, staff explicitly model skills and	All students

Care Continuum	Strategy or Program	Details	Audience
	system	behavioural expectations, linked to the PDHPE syllabus.	
Targeted intervention	Parent/carer communication	When a student is identified as requiring targeted intervention, the school will arrange case meetings with parents/carers and relevant school staff to discuss and develop an appropriate intervention strategy.	Staff, families, individual students
Targeted intervention	External therapists	Mortlake PS School is supported by occupational therapists, and speech therapists. These therapists work alongside staff and parents to develop a therapeutic approach to supporting behaviours.	Therapists, staff, families, individual students
Individual intervention	Learning Support Team complex case management	In consultation with the classroom teacher, the LST will engage with all stakeholders, including internal and external parties. This may include the school counsellor, DCJ, NDIS, DoE personnel. Where needed, the LST will facilitate case management meetings to support impactful intervention.	Staff, individual students, families

### Reflection and restorative practices

In line with NSW Department of Education policy, and in consideration of the individual/complex needs of our students, Mortlake Public School uses reflection or restorative practices.

## **Partnership with parents/carers**

Parents and carers play an important role in the school community. The School Community Charter informs parents and carers on how to engage with our school.

<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

Mortlake Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies through the Personalised Learning and Support Plan process, as well as individual meetings to support targeted and individual interventions.

Mortlake Public School will communicate these expectations to parents/carers through regular updates in the school newsletter and social media pages, including this plan and supporting documents on the school website, and consulting with the school community.

## **Leadership contract and agreement**

Mortlake PS believe that school leaders should uphold the behaviour code of conduct. Newly elected Student Leaders are required to read the Student Leader Policy and the Student Leader Contract. The Student Leaders and their Parents/Carers will be required to sign a Contract outlining the behaviour expectations.

## **School Anti-bullying Plan**

<https://mortlake-p.schools.nsw.gov.au/content/dam/doe/sws/schools/m/mortlake-p/policy-documents/11082022161417-0001.pdf>

Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

## **Reviewing dates**

Last review date: December 2023

Next review date: Day 1, Term 4, 2024



# Suspension Fact sheet for parents

<https://education.nsw.gov.au/content/dam/main-education/going-to-a-public-school/media/documents/translated-documents-/suspension-factsheet/english-suspension-factsheet.pdf>

## Mortlake PS Behaviour Flowchart



### Student Behaviour Management Flowchart

#### Observe problem behaviour

