

Middle Dural PS School Behaviour Support and Management Plan 2023

Overview

Middle Dural 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 Building Learning Power.

Promoting and reinforcing positive student behaviour and school-wide expectations

Middle Dural PS has the following school-wide rules and expectations: *Learn to Live* as

- Safe, respectful learners following our Rock Values; *Rock 'n Learn, Rock 'n Respect and Rock 'n be Safe*

Middle Dural PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour Award system linked to our school values
- In-class and whole-school focus on *Building our Learning Power* through explicit teaching of values and expectations

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	Positive Behaviour for Learning (PBL)	School wide and classroom systems of positive support. This is Introduced / reviewed at the commencement of each year and ongoing all year through class /playground environments. Rewards are linked to following the Rock values.	Whole school
Prevention	Building Learning Power (BLP)	Students are explicitly taught four learning dispositions: Resilience, Resourcefulness, Reciprocity, Reflectiveness. These are introduced / reviewed at commencement of year and ongoing all year through all learning. Rewards are linked to the use of these dispositions in their learning.	Whole school
Prevention	Friendship Partners	Students in each class partnered with select student for 5 weeks at a time-support/friendships/social	Whole school
Prevention	Movement Breaks	Providing breaks in large learning sessions e.g. Go Noodle, Crunch'n Sip, MathChat sessions	Whole school
Prevention	Whole School Reward/ Support System	Class and playground management program. Gold card system at any whole school event / lesson breaks.	Whole school
Prevention/Early	Teacher Professional Learning	Providing opportunities for all staff to engage in professional learning to build capacity of in all aspects of teaching, learning and wellbeing.	Staff
Prevention/Early	Grow Your Mind	Program to support student and staff wellbeing run throughout the year.	Students and staff
Prevention/Early	Peer Groups	Students K to 6 placed in 4 groups to be led by the Year 6 leaders through set activities. This occurs fortnightly.	Students
Prevention/Early	Circle Time	Opportunity for students to share any issues or positive statements about self at school-fortnightly or as needed.	Students
Early	Learning and Support Teacher (LaST) / School Learning and Support Officer (SLSO)	Support within class and playground	Whole school

Care Continuum	Strategy or Program	Details	Audience
Early	Social Scripts / Social Skills	Providing specific social support at need for all students	Students
Early	Open areas	Allowing use of library /art areas for student use at lunchtimes.	Students
Targeted Intervention	Learning and Support Team	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support.	Individual students, families and staff
Targeted Intervention	Transition programs	Early Bird Program – Preschool to School – Kindergarten Orientation Days and Taster Sessions. Year 6 to 7 – Year 6 students attend open days and transition days at High School.	Select students and families
Targeted Intervention	Grow Your Mind / Peers Groups	Groups of students work on specific scenarios to support learning and wellbeing e.g., development of social skills	Select Students
Targeted Intervention	Level system	Our school level system is used to monitor student behaviour in the classroom and on the playground. Mentoring and opportunities to reflect are provided to individual / groups students.	Whole school
Individual Intervention	Individual Student Plans	Planning for individual students as needed including individual education plans, personalised learning pathways, out of home care plans, health care plans, behaviour support plans and risk management plans	Individual students, families, and staff
Individual Intervention	High Expectations Program	When early and targeted intervention has not been successful and student conduct does not meet the school's expectations – students are placed on the High Expectation Program. This Program allows for individualised reflection and teaching of specific positive coping strategies	Individual students
Individual Intervention	Learning and Support	Our Learning and Support Team (LST) supports teachers, students, and families to identify student needs and access school counsellor and Delivery Support Team / Team Around the School	Individual students, families, and staff
Individual Intervention	Delivery Support Team	The Delivery Support Team will work in conjunction with the Learning and Support Team to monitor the impact of support for individual students through continuous data collection and provide consistent strategies and	Staff

Care Continuum	Strategy or Program	Details	Audience
		adjustments with the support of the Assistant Principal Learning and Support (APLaS) – Windsor Network and Learning and Wellbeing personnel	
Individual Intervention	Attendance	Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary.	Whole school

*Insert more rows as required.

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Step 1 – Rock Face Strategy ‘Oops’ Peg on Second Rock	Visual warning is given to student	Class Teacher	Fresh start each day / anecdotal notes in Teacher diary
Step 2 – Rock Face Strategy ‘Be careful’ Peg on Third Rock	5 minute discussion with Class Teacher	Class Teacher	Fresh start each day / anecdotal notes in Teacher diary
Step 3 – Rock Face Strategy ‘Watch Out’ Peg on Fourth Rock	20 minutes with Class Teacher during break (time for reflection)	Class Teacher	Completed student reflection sheet
Step 4 – Rock Face Strategy ‘Principal’ Peg on Fifth Rock	Complete Reflection Sheet / Restorative discussion with Principal guidance	Principal	Completed student reflection sheet

*Insert more rows as required.



Partnership with parents/carers

Middle Dural PS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Middle Dural PS will communicate these expectations to parents/carers by our fortnightly newsletter, fortnightly assemblies and parent-teacher conferences.

School Anti-bullying Plan

Middle Dural's Anti-Bullying plan can be found at [https://middledural-schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html](https://middledural.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html) .

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

Reviewing dates

Last review date: Day 1, Term 1, 2023

Next review date: Day 1, Term 1, 2024