

# Lake Munmorah Public School Behaviour Support and Management Plan 2023

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

## Overview

Lake Munmorah 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 include a range of commercial programs as well as school developed program, all of which are focussed on social and emotional wellbeing.

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

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

- To be respectful, responsible and do our personal best.

Lake Munmorah public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour for learning – Weekly Lessons in Term 1 that clearly establish school wide expectations.
- Social & Emotional Programs eg Bounce Back & Grow Your Mind – Weekly lessons across the school to clearly teach the value of relationships, managing emotions and developing resilience.
- Friendly Schools – Weekly Lessons for all students who do not participate in Scripture lessons. These lessons focus on social and emotional skills.

Initiative	Where?	Description
Fast and Frequent (Lakeys)	All-settings	Lakeys given to students who are following school-wide expectations.
Blitz Days	All-settings	Lakeys given to students who exhibit targeted school-wide expectations.
Weekly Lakey Draw	Assemblies	Students may select to place their Lakeys into a lucky draw. Names are drawn at assembly for prizes.
PBL Rewards Day	End of Term	At the end of each term, students trade their Lakeys in for selected activities of value.
Whole School Term Rewards	Assembly of Recognition	Acknowledge the efforts of students who demonstrate the expectations of Respect (Term 1), Responsibility (Term 2) and Personal Best (Term 3).
Assembly Merit Award	Assemblies	Students are recognised for their outstanding efforts during weekly assemblies. Names go into the newsletter.
Wristbands	Assemblies	After receiving 2 awards in the same PBL expectation, students are awarded with a wristband (3 awards for MC students).
Badges	Assemblies	After receiving 3 x wristbands, students are awarded with a Lakey badge.
Postcards	All-Settings	Sent home by teachers at any time throughout the year to recognise individual student achievement.



A Postcard from Lake Munmorah Public School

Dear

The good news is!

Regards

POSTAGE  
PAID

Lake Munmorah Public School  
Carnegie Road, Lake Munmorah NSW 2259  
Ph: 4358 1171

**Lakey** spotted you being awesome!

Student:

- ☐ Respectful  
☐ Responsible  
☐ Personal Best



L  
A  
K  
E  
Y

Reason (optional):

LMPs Staff:



LAKE MUNMORAH PUBLIC SCHOOL

**RESPECT AWARD**

Presented to \_\_\_\_\_ of class \_\_\_\_\_

for \_\_\_\_\_

Teacher: \_\_\_\_\_ Principal: *Ngahel*

Date: \_\_\_\_\_

	Respect	Responsibility	Personal Best
All Settings	<ul style="list-style-type: none"> <li>Follow teacher instructions</li> <li>Kind talk</li> <li>Smart voices</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and body</li> <li>Care for school property</li> <li>Report problems to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Best effort</li> <li>Stop, Think, Do</li> </ul>
Assembly/Hall	<ul style="list-style-type: none"> <li>Sit in lines using 5L's</li> <li>Clap when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Be attentive</li> </ul>
Library	<ul style="list-style-type: none"> <li>Handle books with care</li> <li>Tidy desk, tidy floors</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Library bag to borrow</li> </ul>	<ul style="list-style-type: none"> <li>Borrow regularly</li> <li>Quiet activities</li> </ul>
Office	<ul style="list-style-type: none"> <li>Use manners</li> <li>Smart voice (1 or 2)</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly and patiently</li> </ul>	<ul style="list-style-type: none"> <li>Know your message</li> <li>Walk</li> </ul>
Eating Time	<ul style="list-style-type: none"> <li>Sit to eat</li> </ul>	<ul style="list-style-type: none"> <li>Rubbish away</li> <li>Look after belongings</li> </ul>	<ul style="list-style-type: none"> <li>Eat your food</li> </ul>
Playground	<ul style="list-style-type: none"> <li>Play by the rules and take turns</li> <li>Use equipment properly</li> <li>Share the space</li> </ul>	<ul style="list-style-type: none"> <li>Wear a hat</li> <li>Right game, right space</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Stop, Think, Do</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use manners</li> </ul>	<ul style="list-style-type: none"> <li>Line up</li> <li>Know your order, shop and go</li> <li>Place your rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Shop for yourself only</li> <li>Eat food under COLA</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Conserve paper and water</li> </ul>	<ul style="list-style-type: none"> <li>Flush, wash, go</li> <li>Use the right toilets</li> </ul>	<ul style="list-style-type: none"> <li>Privacy matters</li> </ul>
Transitions/ Walkways/Bridge	<ul style="list-style-type: none"> <li>Keep left</li> <li>Walk with equipment</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Follow instructions</li> <li>Sharp Lines</li> </ul>	<ul style="list-style-type: none"> <li>Right place, right time</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Smart voice (2)</li> <li>Sit in lines with bag</li> <li>Listen to duty teacher and bus driver</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated on bus</li> <li>Opal card out and ready</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Help younger students</li> </ul>

## Behaviour Code for Students

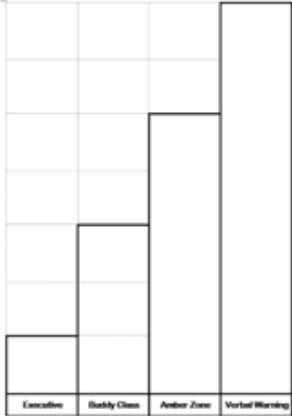
The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Strategy or Program	Details	Audience
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Prevention	PBL / Classroom Expectations	School-wide expectations, Matrix	All students
	Structured Play / Lakey's Friends	Supported by the Learning & Support team to encourage positive social connections.	Targeted students
	Classroom Adjustments	Differentiated, Supplementary, Substantial or Extensive (NCCD)	Students with needs
	PLSP	Plans with specific goals for students which are created with the classroom teacher.	Students with needs & Aboriginal students
	Bounce Back Program	Positive approach to wellbeing, resilience and social-emotional learning	All students
	Friendly School Plus	schoolwide program to reduce bullying and foster a caring culture for students at every grade level.	All students
Early Intervention	Communication with Parents/Carers	Phone calls, emails, texts or Sentral Parent Portal contact.	Parents/Carers
	Amber Zone	Self-referred areas for students to assist with de-escalation of potential behaviour.	All Students
	Buddy Class / Executive	For students who require a circuit breaker & time to reflect.	
	Learning & Support Referral/Caseload	Referral made by classroom teacher for additional support and advice.	Students with needs
	Transition Program/s	Includes high school, Kindergarten, new enrolments and support class.	
	Staff Communication Meetings	Principal informing staff of students to monitor.	Staff
	Learning & Support Teachers	Providing intervention groups focusing on Literacy and numeracy.	Targeted students
	Behaviour Management Plan	Formal plan using the MAPA escalation scale for proactive behaviour management.	Students with complex behaviour
	Risk Management Plan	Formal plan when a student is presenting WHS risks in the school.	
	Health Care Plan	Formal plan to administer medication or to keep staff aware of health needs.	Students with health needs
Targeted Intervention	Plan B	Proactive approach for vulnerable students, ensuring a successful day when CT is absent.	Targeted students
	Playground Plan	For students who require playground support and/or very close monitoring.	All students
	Planning Room	Reflective discussions held with executive staff in regards to behaviours of concern.	Students with at-risk behaviour
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students and families
	Tier-2 Programs	Intervention focusing on social/emotional wellbeing Including PALS, Cool Connections & Top Blokes	Targeted students
	AP Learning & Support	Leads the Learning & Support team and manages Access Requests.	
	Functional Behaviour Assessment	Conducted by the Learning & Support AP to assist with antecedent triggers.	Students with at-risk behaviour
Individual Intervention	Communication Book	Written communication between classroom teacher and parent/carer.	Students with at-risk behaviour
	Allied Health Support	In-school support such as OTs and speech (organised by parents or carers).	Students with health needs (inc. NDIS) or a disability
	DCS	A Disability Confirmation Sheet to assist with recognised diagnosis.	
	Access Request	Completed by the school for either Support Class placement or Integrated Funding Support.	Students with complex behaviour
	Learning & Wellbeing Officer	Provides advice and support to access non-school based resources.	
	Part Day Exemption	A formal plan to assist students with transition back to school.	
	Formal Caution	Issued for concerning or repeated behaviours which meet a certain threshold.	
	Suspension	Issued for behaviour which endangers others or at risk or repeated major behaviours.	
	Crisis Management Plan	Developed by the Principal for students and families who're struggling to maintain behaviour.	
	Behaviour Specialist	Accessed through the LWO to assist with strategies for dealing with behaviour.	
	Complex Caseload	Referred to by the Principal for students exhibiting ongoing, problematic behaviours.	

## Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Buddy Class</b>	If a student's classroom behaviour continues to be disruptive and disrespectful, after an Amber Zone has been given, the student is sent to the buddy class for a period of time nominated by the class teacher. Students who are sent to a Buddy Class must complete the class work that is being done in class at the time they are removed. If a child is removed from class regularly, the classroom teacher will contact parents. This alerts the parents to ongoing issues and provides the parent with an opportunity to resolve the issue with the class teacher. The Stage Supervisor must be informed so support can be provided to the student and the class teacher, if necessary.	Classroom teacher	Sentral
<b>Plan B Option</b>	A small percentage of students find it challenging to remain focused and on-task when their regular classroom teacher is away. In order for the student to have a successful day at school, they will have a Plan B classroom to go to. This is with a teacher the student has already built a relationship/rapport with and who can provide routine and consistency for the child. Plan B options are always negotiated with the executive staff, and are followed through until the student is able to independently self-monitor behaviour with a visiting teacher.	Assistant Principal/ Deputy Principal	Sentral
<b>Planning Room</b>	Planning Room is to be used for serious or repeated incidences of unacceptable classroom or playground behaviour. Students are placed in Planning Room at the discretion of the Assistant Principal for the stage group. Principles of Planning Room: <ul style="list-style-type: none"> <li>Planning Room Referrals require the student to sit quietly and discuss the incident with the executive teacher.</li> <li>A Planning Room notification slip is sent home to the parents outlining the reason for the referral and with the expectation that the note be signed by the parent as confirmation of their knowledge of the planning room referral.</li> <li>If the student does not return the note signed by the parent, the student remains in the Planning Room for a portion of Lunch Two until it is returned.</li> <li>All incident reports are recorded on Sentral.</li> <li>School Executive coordinate the Planning Room.</li> <li>Upon being referred to the Planning Room for a third time (in the same school term), the parents will be informed of the situation by the Assistant Principal.</li> </ul>	Assistant Principal/ Deputy Principal	Sentral




**Reminder**  
Think about your choices

**Respect**

**Responsibility**

**Personal Best**



**Well done!**  
Keep it up!

**Respect**

**Responsibility**

**Personal Best**



### Partnership with parents/carers

Lake Munmorah Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by seeking feedback through surveys and liaising with our P & C to review, adjust and implement this document.

Lake Munmorah Public School will communicate these expectations to parents/carers by publishing this document on our website as well as promoting it through our student newsletter.

### School Anti-bullying Plan

<https://lakemunmor-p.schools.nsw.gov.au/about-our-school/rules-and-policies.html> Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

### Reviewing dates

Last review date: 2.6.2023

Next review date: 2.6.2024