

Mendooran Central School Behaviour Support and Management Plan



Overview

At Mendooran Central School, we envision a safe, respectful, and supportive learning environment where every student is empowered to succeed socially and academically. Our School Behaviour Support and Management Plan is grounded in the following aims, beliefs, and principles:

Positive Behaviour Expectations: We believe that clear and consistent expectations for behaviour are essential to fostering a positive school culture. We promote respect, responsibility, and resilience as core values in our interactions.

Inclusive Practices: We are committed to an inclusive approach that acknowledges and respects the diverse backgrounds and needs of our students. We strive to create a sense of belonging for all, ensuring that every student feels valued and supported.

Proactive Support: We focus on proactive strategies that encourage positive behaviour and prevent issues before they arise. Our approach includes teaching social and emotional skills, conflict resolution, and problem-solving.

Collaborative Partnerships: We believe in the importance of collaboration between students, staff, families, and the community. We actively engage all stakeholders in promoting positive behaviour and creating a supportive learning environment.

Restorative Practices: We embrace restorative practices that foster accountability, reflection, and repair of relationships. Our goal is to support students in understanding the impact of their behaviour and to promote growth and learning from their experiences.

Continuous Improvement: We are committed to ongoing evaluation and refinement of our behaviour support strategies, ensuring they remain effective and responsive to the changing needs of our school community.

Through these principles, we aim to create a positive school climate where students are encouraged to take responsibility for their behaviour, develop social skills, and engage fully in their learning, in alignment with the NSW Department of Education's vision for student wellbeing and behaviour support.

Partnership with parents and carers

Engaging families in the processes related to behaviour support and management is essential for fostering a positive school environment and ensuring student success.

At Mendooran Central School we work with families in relation to behaviour through:

- sharing key information and school approaches to support positive behaviour and support groups or individual student behaviour causing concern
- providing opportunity to contribute to the review process and community feedback
- consult with the P&C and community to inform school practice and procedures

Mendooran Central School will communicate these expectations to parents and carers by:

- providing information on the school's website, social media, and regular newsletters
- targeted communication to individual parents / carers or groups as needed.

School-wide expectations and rules

The Mendooran Central School's school-wide expectations are underpinned by a universal positive behaviours approach to drive a shared vision of positive behaviours in an environment of high expectations. This is guided by the Department of Education's Behaviour Code for Students and The Care Continuum which promotes Respect, Engagement and Safety.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability, and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.


Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The behaviour matrix poster can be found throughout Mendooran Central School. Each week the school has one positive behaviour focus for primary students and one positive behaviour focus for secondary. These are based on SENTRAL data and observations. They are announced at assembly on Monday morning, and lessons around the positive behaviour are taught in class or roll call during the week.

 Mendooran Central School Positive Behaviour Expectations					
	USING LEARNING SPACES	IN THE SCHOOL GROUNDS	OUT IN THE COMMUNITY	WHEN USING TECHNOLOGY	ALL LOCATIONS
Respect	Understand and accept our differences Listen to others at appropriate times Let others learn Take care of our belongings and keep a healthy workspace	Put litter in the bin Look after our equipment and use it appropriately Listen to the bells Look after our environment Respect other people's privacy	Be considerate of others in the public Represent the school with pride	Make positive contributions Take care of equipment and move appropriately with them	Use good manners and appropriate language Encourage and support others Follow the instructions of all staff Demonstrate the MCS values
Engagement	Have a growth mindset and always make an effort Listen to, and follow instructions Ask questions when unsure Support other students when they are learning Stay on task	Be a role model for others Take part in school events Contribute to a clean and tidy environment Include others in our games and play Share equipment	Be a positive role model Show pride in our work and share our learning with others	Use the internet as a learning resource Use technology in the appropriate spaces	Ask for help when required Wear correct school uniform Report any misuse and damage Maintain appropriate noise level
Safety	Use equipment safely and in the way it is intended to be used Put things back where they belong	Report an issue when it happens Stay within the designated areas Be sun smart Report any damages or problems Walk around buildings Use toilets and taps responsibly	Abide by the road rules and the laws of authorities Interact with people that are trusted	Protect personal information Report cyberbullying Seek help if we feel uncomfortable	Keep hands and feet to ourselves Respect personal space, privacy and property Use equipment safely Put items back where they belong Eat the lunch you were packed

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Mendooran Central School implements whole school practices and programs for the long-term wellbeing, learning and safety of all students.

Our school adopts the care continuum to embed a whole-school system, focused on a preventative approach to address the full spectrum of student behaviour needs. Students are supported at each stage of the care continuum, through specific evidence based whole school, targeted and individual strategies and practices.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour Expectations	Be Safe, Be Respectful, Be Engaged relative to all settings throughout the school. Weekly focus explicitly taught in class.	Staff Students
Prevention	Restorative Practice	A whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions.	Students Staff Parents and carers
Prevention	The Resilience Project	An evidence-based program that supports students to develop proactive strategies to become resilient and promote mental health. Focusing on three key pillars: Gratitude, Empathy and Mindfulness.	Students and staff
Prevention	Student Shout Outs	Positive program. Peer nominated. Weekly draw for Mendooran Money.	Students
Prevention	Mendooran Money	Positive levels system based on Behaviour Expectations.	Students
Prevention	Weekly Attendance Class Competition	Promoting the importance of attendance and engagement, through regular attendance, peer support and friendly competition.	Parents, Carers Students
Prevention	Yindyamarra – The Wellbeing Hub	The Hub provides a safe space for students to calm, relax and share their troubles.	Students
Prevention	Active Supervision	Staff actively move around the playground, ensuring a prompt response as required.	Staff Students
Prevention	Communication with parents and carers	Newsletter, Facebook Page, School website	Parents Carers
Prevention	Professional Learning	What Works Best in Practice	Staff
Early intervention	Restorative Practice Conferencing	Used to mediate difficult conversations / behaviour issues in a respectful, meaningful way.	Students
Early intervention	Whole School Behaviour Management	Positive Behaviour Expectations NSW DoE Policies	Students, staff parents and carers
Early intervention	Transition Programs	P-K, 6-7, School to Work	Students, staff Parents, Carers

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Communication with parents and carers	Phone calls home, meetings, formal correspondence	Staff
Early intervention	Professional Learning	Teaching & Learning Playbook	Staff
Targeted intervention	Classroom Management Practice	Physical environment, rules and routines, explicit teaching, relationships, differentiation.	Students, staff
Targeted intervention	Behaviour Support Toolkit	NSW DoE	Staff
Targeted intervention	Whole School Behaviour Management	Positive Behaviour Expectations NSW DoE Policies	Students, Staff
Targeted intervention	Learning and Support Team	Collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals. They play a key role in meeting the specific needs of children with disability and additional learning and support needs.	Students, Staff Parents and carers
Targeted intervention	School Counselling	Providing specialised psychological assessment, counselling, and intervention services.	Students, staff, Parents, Carers
Targeted intervention	Attendance Team	Monitor attendance and implement strategies to target groups of similar students.	Students, staff parents and carers
Targeted intervention	Yindyamarra – The Wellbeing Hub	Seasons of Growth program	Students
Targeted intervention	Professional Learning	Clarity – Data Walls	Staff
Individual intervention	Case Management	Includes: Health Care, Risk Mgmt, SBSP, IEP, PLP, OOH Plans, consult with outside agencies i.e. DCJ, Samaritans, Care South	Students Parents and carers, staff
Individual intervention	School Counselling	Providing specialised psychological assessment, counselling, and intervention services.	Students Parents, carers
Individual intervention	Delivery Support	Team Around a School – support from learning & wellbeing	Students, Staff Parents, Carers
Individual intervention	Specialised Allied Health Services	OT, Hearing, Vision, Speech, Specialised counselling.	Students, Staff Parents, Carers

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Home School Liaison Program	School and HSLO work together to improve attendance of individual students.	Students, staff HSLO, parents and carers
Individual intervention	Behaviour Monitoring Cards	Short term behaviour monitoring across three levels – Teacher, Head teacher and Principal.	Students, staff, parents and carers
Individual intervention	Return from Suspension Conference	Formal conference to resolve a suspension and formulate goals for the student to work towards to prevent further suspensions.	Student, staff parents and carers
Individual intervention	Return from Suspension Safety Plan	Formal written plan to identify areas of the school / people of concern that may compromise safety and strategies to mitigate those concerns.	Student, staff parents and carers
Individual intervention	Yindyamarra – The Wellbeing Hub	Individual appointments with clay therapy. A safe space for students who wish to share their troubles.	Students
Individual intervention	Professional Learning	Recommended modules of PL from MyPL around behaviour, classroom management	Staff

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

Mendooran Central School is committed to providing a safe, supportive and responsive learning environments for everyone.

Positive Supports

The Mendooran Money system operates on a levelled approach. Staff being to hand out yellow MCS Money unless the student is trading up. Teachers record on Sentral so that levels can be tracked. Below is a summary of how the levels work:

Level 1: When a student has received 5 yellow MCS money, they will take these to their class/ roll call teacher to exchange for a red MCS money.

For each red money received, a student selects a zooper dooper or a lollipop as their acknowledgement for following the expectations.

Level 2: When a student has received 5 red MCS money tokens, they take them to the Head Teacher or Assistant Principal and exchange it for a blue MCS money token.

For each blue MCS money token, a student receives a \$6 canteen voucher.

Level 3: When a student has received 5 blue MCS money tokens, they take them to the principal to exchange for a purple MCS money token.

For each purple MCS money token, students will have the opportunity to participate in an activity of their choice at school. This could include but is not limited to school BBQ, sport afternoon, movie etc.

Positive behaviour records are recorded in Sentral when teachers recognise and acknowledge a positive behaviour. This earns a point for the students respective sporting house, Beni or Goonoo.

Students receive yellow MCS money tokens from staff.



Students present to their CT/ RC teacher to trade 5 yellow MCS money tokens for 1 red MCS money token.

Student to receive zoopa doper or lollypop during recess or lunch time.



Students present to the Head Teacher or Assistant Principal 5 red MCS money tokens for 1 blue MCS money token.

Student to receive a \$6 canteen voucher.



Students present to the Principal 5 blue MCS money tokens for 1 purple MCS money token.

Student to participate in an acknowledgement activity selected by Principal.

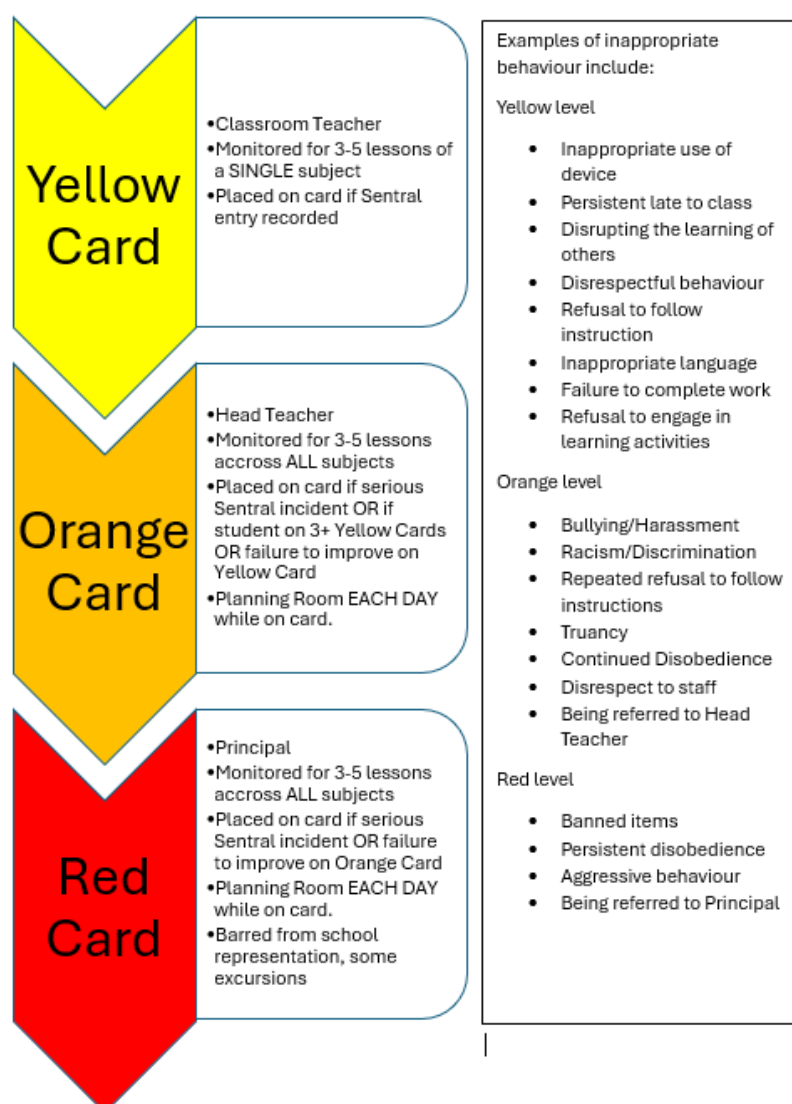
Merit Awards – Merit awards are awarded on a weekly basis at primary assemblies. Merit awards / Principal's merit awards are awarded throughout the year at Monday morning assemblies. Merit awards are for students displaying the school behaviour expectations of being a safe, respectful and engaged learner.

Aussie of the Month – Aussie of the Month Awards are awarded monthly, and recognise and celebrate personal endeavour, achievement and contribution to the community, and promote the universal values we share as Australians, such as fair go, mateship, respect and inclusion. Students are nominated by staff for the award and receive a certificate, bookmark, badge and pens/pencils.

Attendance Awards / Class Competition – Students with 95-100% attendance at the half term is awarded an attendance merit certificate. Students with 95-100% attendance at the end of each term are eligible for the Principal's Reward morning tea. Class attendance is monitored and the class with the best attendance each week receives a certificate. The class with the highest attendance for the term wins a reward – movie afternoon, pizza lunch or mufti day.

Student Shout Outs – Students are encouraged to “catch each other being good” and to write up a student shout out, which are pegged to the Shout Out Board. All shout outs for the week then go into a draw at Monday assembly. Weekly winners receive Mendooran Money and all weekly winner shout outs go into a yearly draw for a shopping voucher.

Mendooran Central School Behaviour Monitoring Cards



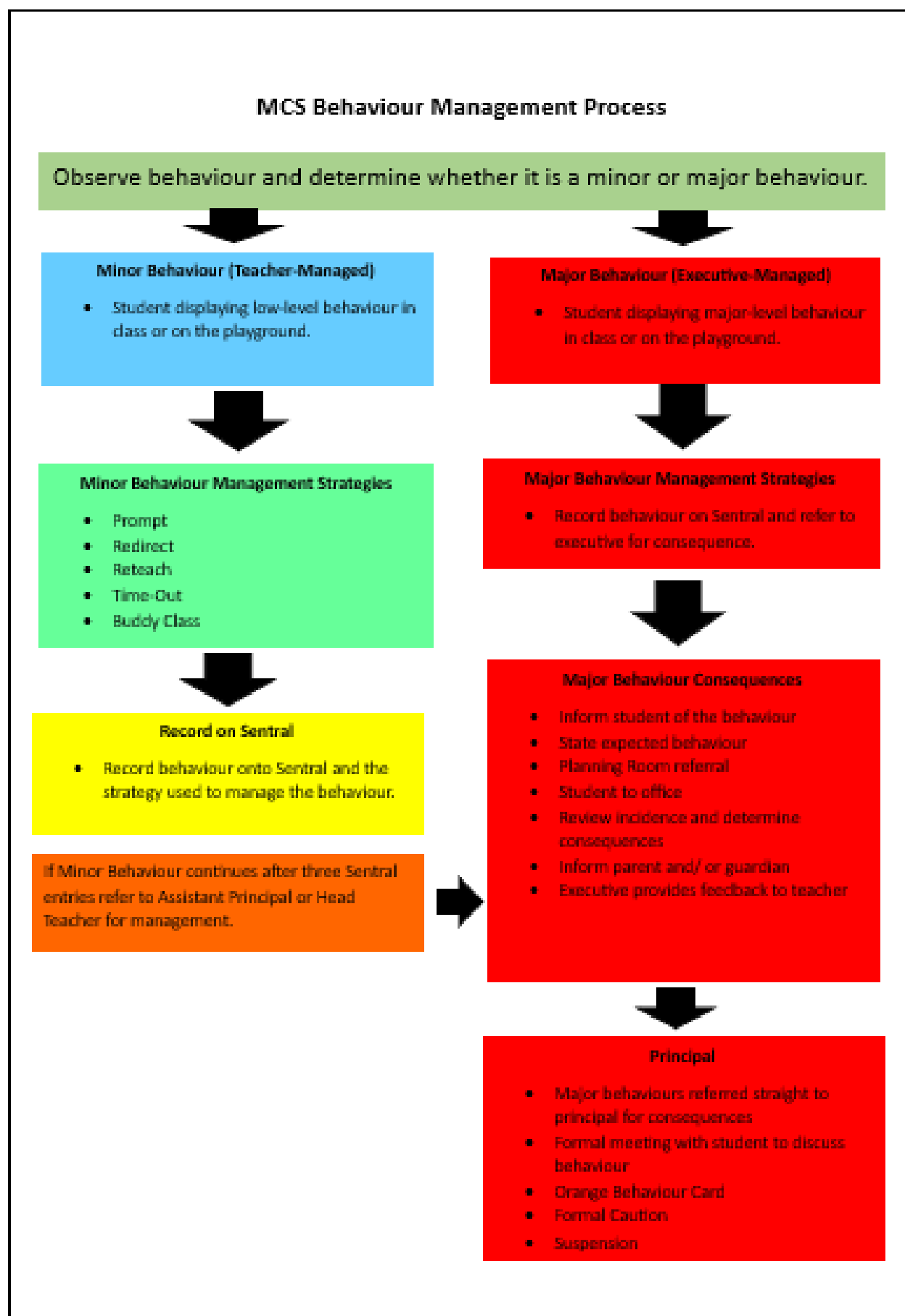
When responding to student behaviour, Mendooran Central School aims to take an ecological perspective in conjunction with the NSW Behaviour Code for Students and Student Behaviour Policy to provide a student-centred, school-family-community approach. This helps staff to understand and identify:

- underlying causes of student behaviour
- links between learning, development, behaviour, health and wellbeing
- opportunities to provide targeted intervention and support to students.

The following lists a range of minor and major behaviours that may present at school, and the possible actions staff can take to remediate the situation. This list is by no means exhaustive.

Mendooran Central School staff will take every action to be educative, restorative and keep all students safe, including the student in crisis.

Minor Behaviours	Major Behaviours
<ul style="list-style-type: none"> • Physical contact –non serious but inappropriate • Defiance, disrespect or non-compliance • Disruption • Property misuse • Running on concrete • Dress code violation • Late to lines • Out of lines 	<ul style="list-style-type: none"> • Abusive language/ profanity • Defiance, disrespect or non-compliance • Physical aggression • Theft • Forgery • Harassment, teasing or taunting • Bullying / Cyberbullying • Property damage • Absconding
Possible Actions (Teacher-Managed)	Possible Actions (Executive-Managed)
<ul style="list-style-type: none"> • Proximity • Signal or • Non-verbal Cue • Ignore/ Attend/ Praise • Re-direct • Re-teach • Provide Choice • Student Conference • Contact parent at teacher discretion • Monitoring Cards 	<ul style="list-style-type: none"> • Planning Room Referral • Review Incident • Executive to record consequences on Sentral • Executive to contact parent/ caregiver • Referral to Learning Support Teacher • Creation of Behaviour Support Plan • Police Contact • Suspension • Monitoring Card upon return from suspension



Bullying Prevention

Bullying has three key features:

- It involves a misuse of power in a relationship.
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical –examples include hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging, or stealing their belongings. It includes threats of violence.
- Verbal/written –examples include name-calling or insulting someone about an attribute, quality, or personal characteristic.
- Social (sometimes called relational or emotional bullying) –examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying –any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia, or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

Bullying prevention at Mendooran Central School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying.

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively. Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Mendooran Central School are timely and appropriate in the circumstances.

We encourage students to speak to their classroom teacher OR with any trusted member of staff including teachers, admin staff, integration aides and Principals.

School Bullying Prevention Plan

Mendooran Central School has a school Bullying Prevention Plan, and this document is updated each year in consultation with our school community. You can access this plan on our website:

<https://mendooran-c.schools.nsw.gov.au/>

The Department of Education also sets out their position on student bullying and the requirements for preventing and responding to student bullying. You can access their documents via the following link: <https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Serious behaviours of concern are managed by Executive staff and may include the Principal, Assistant Principals, and/or Head Teacher Secondary Studies. Responses to serious behaviours of concern may include;

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Behaviour monitoring card in class / across classes and / or settings
- detention, reflection, and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, Sentral parent portal, meeting)
- formal caution to suspend, suspension or expulsion

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection, and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time Out – Time Out Card	10min as needed	Student	Sentral
Time Out - Buddy Class	Age based in K-6. 10min secondary. As needed.	Teacher directed	Sentral
Monitoring Cards	Repeated Sentral entries for similar behaviours. 3 days duration.	Class Teacher, Head Teacher Assistant Principal Principal	Monitoring Card Sentral
Planning Room	Lunchtime. Approx 25min	Executive Staff	Sentral
Restorative Practice	As required.	Executive Staff	Sentral
Formal Caution / Suspension	As required and appropriate to the student, behaviour, and NSW DoE Suspension Policy.	Executive Staff Principal	Formal Letters held in student files, Sentral

Students who are in time out or planning room are permitted to use the toilet. Students do not attend planning room until second half of lunch and therefore have ample time to eat before attending.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Bullying Response Flowchart

