# **NSW Department of Education**



# Mullion Creek Public School Behaviour Support and Management Plan

## Overview

Mullion Creek Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students' engagement with their learning.

We aim to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, inclusive practice, restorative practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective modelling, explicit teaching and planned responses.

To achieve our mission, key programs prioritised and valued by the school community are:

- Life Skills Go
- Trauma Informed Practice
- Everyday Resilience
- Berry Street Educational Model
- The Resilience Project

Elements from these programs will be utilised to prioritise social and emotional learning which supports good mental health, positive relationships and supports the prevention of bullying at our school.

Mullion Creek Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. The school community is active in building a positive and welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

# Partnership with parents and carers

Mullion Creek Public School will partner with parents and carers to establish expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Mullion Creek Public School will communicate these expectations to parents and carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

# School-wide expectations and rules

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

To be respectful, responsible and safe learners.

Respectful	Responsible	Safe
Listen to and follow instructions	Comply	Support each other
Use appropriate language	Be ready to learn	Right place, right time
Work co-operatively	Share resources equally	Use equipment correctly
Demonstrate kindness, compassion and empathy	Own your behaviour	Hands and feet to yourself

## 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 <a href="https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01">https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01</a>. This document translated into multiple languages is available here: Behaviour Code for Students.

Mullion Creek Public School takes strong action in response to behaviour that is detrimental to self or others or the achievement of high-quality teaching and learning.

# Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students

- encouraging expected behaviour with positive feedback, recognition and reinforcement
- consistently redirecting and explicitly teaching skills required and explaining behavioural expectations
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Life Skills Go	Each morning, the students check-in and express how they are feeling. The program tracks and collects data, which helps ensure students' emotional well-being is supported.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyber bullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber bullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Targeted Intervention	Attendance support	The Principal will convene a planning meeting with students, families and teachers to address barriers to improve attendance and set growth goals.	Individual students, Principal, families and teachers
Targeted / Individual intervention	Learning and Support	Provides support for students who require personalised learning and support.	All
Targeted / individual intervention	Individual Behaviour Support Planning	Planning (PLP, risk management, individual behaviour support etc) completed in collaboration with the student and their family with support from Team Around a School if needed.	Individual students, staff, parents/carers

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

Identifying behaviour of concern, including bullying and cyber bullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Mullion Creek Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyber bullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service, chaplaincy support and staff support.

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.

#### Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or principal managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or principal managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Principal managed** behaviour of concern and which is of risk to the safety of others becomes principal managed.
- Corrective responses are recorded on Behaviour / wellbeing School Bytes system. These include:

Classroom	Non-classroom setting
rule reminder	rule reminder
• re-direct	• re-direct
<ul> <li>offer choice</li> </ul>	offer choice
<ul> <li>error correction</li> </ul>	error correction
<ul><li>prompts</li></ul>	• prompts
<ul><li>reteach</li></ul>	• reteach
<ul> <li>seat change</li> </ul>	<ul> <li>play or playground re-direction</li> </ul>
<ul> <li>stay in at break to discuss/ complete</li> </ul>	<ul> <li>walk with teacher</li> </ul>
work	<ul> <li>detention, reflection and restorative</li> </ul>
<ul><li>conference</li></ul>	practices
<ul> <li>detention, reflection and restorative practices</li> </ul>	communication with parent/carer.
• communication with parent/carer.	

Mullion Creek Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Teachers explicitly teach self-regulation strategies to help support the reduction of impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help people focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention  Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
Behaviour expectations are taught and referred to regularly.     Teachers model behaviours and provide opportunities for practice.     Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Wellbeing Team to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / Wellbeing ITD system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.	3. Principal/Wellbeing Team collects information and reviews the incident from multiple perspectives to determine next steps. Principal/Wellbeing Team records incident on Behaviour / Wellbeing School Bytes system and contact parent/carer by email or phone. Principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning program, Life Skills Go is completed daily.	4. Teacher records on Behaviour / Wellbeing School bytes system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or principal	4. Refer to the school's Wellbeing Team/Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student efforts. Recognition awards for positive individual and class behaviour are given at school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.  Individual planning and referral to support or specialist help may be discussed.	Principal or staff will contact parent/carer to discuss behaviour/ concerns and to discuss support and behaviour responses, including referral to school counsellor, outside agencies or Team Around a School.

#### Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / Wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student as part of whole school approach. Principal and teaching staff lead
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education <u>Student Behaviour policy</u> and <u>Suspension and Expulsion</u> Procedures apply to all NSW public schools.

#### Reporting and recording behaviours of concern

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

- Incident Notification and Response policy
- <u>Incident Notification and Response Procedures</u>
- Student Behaviour Policy and Suspension and Expulsion procedures
- If a behaviour of concern is also a child protection matter use the Mandatory Reporting Guideline Tool.

Students and/or parents/carers can report cyber bullying to the <u>eSafety Commissioner</u> and reporting links for most sites, games and apps can be found at the eSafety Guide.

#### Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time	Teachers,	Documented
	and break	Wellbeing	in Behaviour /
	times as	Team,	Wellbeing ITD
	required	Principal	system
Alternate play plan – withdrawal from free choice play and re-allocation for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Teachers, Wellbeing Team, Principal	Documented in Behaviour / Wellbeing ITD system
Restorative practice – Conversation and student reflection on how to fix the issue. Coach positive change and how to help make things right.	Scheduled	Teachers,	Documented
	for either	Wellbeing	in Behaviour /
	lunch or	Team,	Wellbeing ITD
	recess break	Principal	system

# Review dates

Last review date: 15<sup>th</sup> November 2024 Next review date: 17<sup>th</sup> December 2024

## Appendix 1: Mullion Creek Public School Behaviour Management Flowchart

Calm and engaged classrooms
Apply preventative strategies

Positive classroom climate, providing and teaching explicit rules, engaging lessons, active supervision, offering pre-corrections

Observe inappropriate behaviour

Does the behaviour pose a risk to the safety or wellbeing of

the student or others?

NO

# YES

#### Low level inappropriate behaviour

Manage it at teacher level De-escalate the situation by *calmly*:

- correcting the behaviour
- identifying student need
- ensuring student understands corrective response
- responding proportionally to the level of behaviour displayed

Has the behaviour stopped or improved?

Provide positive verbal/nonverbal acknowledgement

YES

NO

Speak privately with student.
Clearly and calmly state the issue and invite the student to come up with solutions with you to resolve the matter.

Has the behaviour stopped or improved?

#### Behaviour of concern

Teacher to inform wellbeing team/Principal and focus on safety. Wellbeing team/Principal to assist student to

de-escalate to baseline by using appropriate strategies such as:

- redirecting to another area or activity
- providing reassurance
- offering choices

Speak privately with student.
Wellbeing team/Principal to calmly allow the student to explain the situation to identify ways to fix the problem.

Wellbeing team/Principal to check-in with teacher for feedback and contact parent.

Wellbeing team/Principal to enter incident on Behaviour / wellbeing School Bytes system.

Is it safe for the student to return to normal routine?

YES

NO

NO

YES

#### **Consider additional supports**

Identify and engage support(s) for the student to return to normal routine:

Refer to wellbeing team/learning and support team/school counselling service, contact parents, conversation with teacher, refer to and/or revise individual student support plans.

Is additional time required for additional planning time? If so, refer to the Principal for possible suspension.

Is a **mandatory report** required?
If so, consult with Principal and MRG.

#### **Bullying Response Flowchart**

The following flowchart explains the actions Mullion Creek Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First hour: Listen

- •Identify bullying behaviour, including cyber-bullying
- •Provide a safe, quiet space to talk and reassure the student that you will listen to them
- •Let them share their experience and feelings without interruption
- •As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- •Write a record of your communication with the student and check with the student to ensure you have the facts correct
- •Enter the record in your behaviour / wellbeing School Bytes system
- •Notify Principal of incident if required in line with behaviour management flowchart
- •Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- •Gather additional information from other students, staff or family
- •Review any previous reports or records for students involved
- •Make sure you can answer who, what, where, when and how
- •Clarify information with student and check on their wellbeing

Day 3: Discuss

- •Evaluate the information to determine if it meets the definition of bullying (see above)
- •Make a time to meet with the student to discuss next steps
- •Ask the student what they believe will help address the situation
- •Engage the student as part of the solution
- •Provide the student and parent with information about student support network
- •Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- •Document the plan of action in your behaviour / wellbeing School Bytes system
- •Complete all actions agreed with student and parent within agreed timeframes
- •Monitor student and check in regularly on their wellbeing
- •Seek assistance from student support network if needed

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- •Explore other options for strengthening student wellbeing or safety
- Report back to parent
- •Record outcomes in your behaviour / wellbeing School Bytes system

Ongoing follow-up

- •Continue to check in with student on regular basis until concerns have been mitigated
- •Record notes of follow-up meetings in your behaviour / wellbeing School Bytes system
- •Refer matter to the Wellbeing Team/Learning and Support Team if the situation is not resolved
- •Look for opportunities to improve school wellbeing for all students