

## **Overview**

Mulgoa Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

At Mulgoa Public School, we prepare our students as adaptable, lifelong learners with the skills and dispositions to connect, succeed and thrive, and to contribute productively within our complex and dynamic society. Our school community is committed to facilitating equity and developing confident, competent and resilient young people, who work collaboratively to continually improve and achieve excellence. We believe in fostering students' joy and curiosity in learning, within a caring, inclusive and supportive environment. Our school expectations of friendship, love and learning, underpin our everyday practices.

We strive to empower agency, efficacy and a love of learning; whereby all students develop the capacity and propensity to co-regulate their own learning, so that our learners develop and use the skills, capabilities and dispositions to thrive in an ever-changing, increasingly complex world.

We value and strive to develop respectful and responsible students, who aspire to achieve their personal best, within a caring learning community.

Key programs prioritised and valued by the school community are:

- Second Step (social-emotional learning),
- Positive Behaviour for Learning (PBL), and
- Restorative practices and anti-bullying.

These programs prioritise social and emotional learning, which supports good mental health, positive relationships and supports prevention of bullying.

Mulgoa 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.

All members of the school community are active participants in building a 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.

### **Partnership with parents and carers**

Mulgoa Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying strategies, by:

- Parent surveys
- Information published in the school newsletter
- Induction processes
- Assemblies
- Meetings
- Communication and involvement related to anti-bullying

Mulgoa Public School communicates 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

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

 <b>Mulgoa Public School Behaviour Expectations Matrix</b> 			
I celebrate being a member of Mulgoa Public School I value: High Expectations, A Supportive Learning Culture and Being a Reflective Life Long Learner			
Be Safe	Be Respectful	Be Responsible	Be a Learner
			
Whole School			
<ul style="list-style-type: none"> <li>*I report any concerns to the teacher</li> <li>*I walk when I move around the school</li> <li>*I keep my hands, feet and body to myself</li> <li>*I am in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>*I follow staff directions</li> <li>*I use polite and positive language</li> <li>*I treat others the way I want to be treated</li> <li>*I encourage and support others</li> <li>*I show pride in myself and my school</li> <li>*I care for my school</li> <li>*I wear school uniform</li> </ul>	<ul style="list-style-type: none"> <li>*I am honest</li> <li>*I am responsible for my behaviour</li> <li>*I am a positive role model</li> <li>*I use equipment responsibly</li> </ul>	<ul style="list-style-type: none"> <li>*I am an active listener</li> <li>*I ask for help</li> <li>*I am involved in all learning experiences</li> <li>*I am a reflective thinker</li> <li>*I listen to and follow instructions</li> <li>*I stay on task</li> </ul>
Classrooms			
<ul style="list-style-type: none"> <li>*I use equipment/furniture safely</li> <li>*I ask permission to leave the room</li> <li>*I am only in classrooms when a teacher is present</li> </ul>	<ul style="list-style-type: none"> <li>*I care for classroom property</li> <li>*I raise my hand and wait to speak</li> <li>*I look and listen to the speaker</li> <li>*I allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>*I help to keep the classroom tidy</li> <li>*I am responsible for my learning</li> <li>*I am organised</li> </ul>	<ul style="list-style-type: none"> <li>*I participate to the best of my ability in all activities</li> <li>*I listen to others when they speak</li> <li>*I complete my work</li> </ul>
Transitions			
<ul style="list-style-type: none"> <li>*I enter the school safely</li> <li>*I follow road rules when crossing the road</li> <li>*I line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>*I behave in a respectful, quiet and self-controlled manner</li> </ul>	<ul style="list-style-type: none"> <li>*I walk quietly and sensibly</li> <li>*I am on time</li> <li>*I go via the office if arriving late or leaving early</li> </ul>	<ul style="list-style-type: none"> <li>*I learn and practice personal safety</li> </ul>
Playground/Toilets			
<ul style="list-style-type: none"> <li>*I am sun safe</li> <li>*I use equipment safely</li> <li>*I stay in bounds</li> <li>*I use toilets and the bathroom appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*I share equipment</li> <li>*I consider others</li> <li>*I show good sportsmanship</li> <li>*I put rubbish in the bins</li> <li>*I respect other people's food and belongings</li> <li>*I respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>*I look after equipment</li> <li>*I look after other students</li> <li>*I keep the area tidy</li> <li>*I speak respectfully and politely</li> <li>*I use the toilet and have a drink before lining up</li> </ul>	<ul style="list-style-type: none"> <li>*I learn new games and skills</li> <li>*I make good choices</li> <li>*I follow the rules of the game</li> <li>*I play in bounds</li> </ul>

## 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

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.

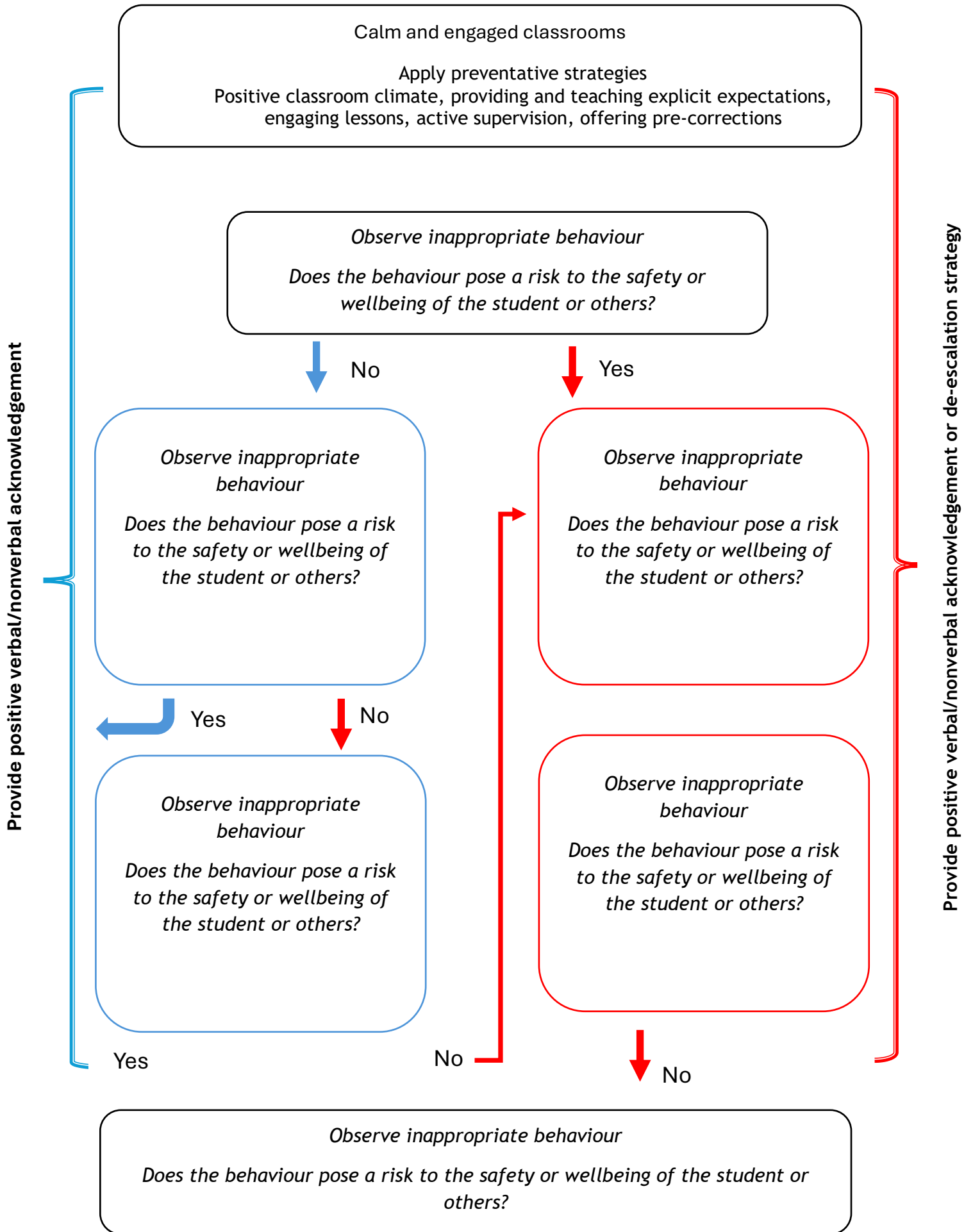
These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- 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 learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	<b>Second Step</b>	<ul style="list-style-type: none"> <li>• Explicit teaching of social and emotional skills, across K-6 as a PDHPE focus throughout the year</li> <li>• Teacher training and updates to facilitate consistency</li> </ul>	All students K-6 and classroom teachers
Prevention	<b><u>Child protection</u></b>	<ul style="list-style-type: none"> <li>• Teaching child protection education is a mandatory part of the syllabus.</li> </ul>	All students K-6
Prevention / Early Intervention / Targeted / Individual	<b>Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying</b>	<ul style="list-style-type: none"> <li>• The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond.</li> <li>• The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.</li> <li>• Police Youth Liaison officers invited to visit the school and speak to Stage 3 students about cyber safety</li> </ul>	Students, staff and community  Stage 3 students
Individual intervention	<b><u>Individual behaviour support planning</u></b>	<ul style="list-style-type: none"> <li>• This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.</li> </ul>	Individual students, parents and carers, LaST, Executive

Early Intervention	<b>Positive Behaviour for Learning (PBL)</b>	<ul style="list-style-type: none"> <li>• Explicit teaching of social and emotional skills in PDHPE as required, throughout the year</li> <li>• PBL expectations for classrooms, playground, excursions and extracurricular opportunities are explicitly taught in lessons and displayed across the school, and classrooms, to facilitate a school-wide positive, safe and supportive environment.</li> <li>• Transitioning new students</li> <li>• Restorative practices</li> <li>• Teacher training and updates to facilitate consistency</li> <li>• Shared with the community through: newsletters, assemblies, presentations and visual reminders</li> <li>• Analysing and responding to PBL data at Learning Support and staff meetings</li> </ul>	Staff, students and parents / carers
Targeted Intervention	Learning and Support	<ul style="list-style-type: none"> <li>• The Learning and Support team works with teachers, students and families to support those students who require personalised learning and support and adjustments. Support may include instructional leadership, professional learning, development of risk assessments and the development of short- and long-term goals.</li> </ul>	Individual students, families and staff
Individual Intervention	Personal Plans	<ul style="list-style-type: none"> <li>• Integration support with School Learning Support Officers (SLSOs)</li> <li>• Behaviour and risk management plans communicated to staff</li> </ul>	Learning and Support Team Executive
Targeted / individual intervention	<a href="#">Attendance</a> support	<ul style="list-style-type: none"> <li>• Classroom teachers refer attendance of concern to the executive.</li> <li>• The Learning and Support Team (LST) works with students, families and teachers to address any barriers, to improve attendance.</li> </ul>	Individual students Families Executive

# MPS Behaviour Management Flowchart Guidelines



Planned responses to inappropriate behaviours may include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• Reminder of expectations re-direct</li> <li>• offer choice prompts reteach seat change conference</li> <li>• reflection and restorative practices communication with parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectations re-direct</li> <li>• offer choice prompts reteach</li> <li>• play or playground re-direction walk with teacher</li> <li>• reflection and restorative practices communication with parent/carer</li> </ul>

Mulgoa Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Restorative practices Second Step consist of evidence- based strategies used daily by teachers to teach self-regulation, reduce 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 feedback, and as they develop mastery they respond to intermittent and long-term positive reinforcement to maintain their social behavioural efforts.

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

- help adults and learners to 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 locus of control.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the student database. Responses 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
- 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 call, email, meeting)
- formal caution to suspend, suspension or expulsion.

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; and
- when using social media, mobile devices and/or other technology involving another student or staff member.

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 cyberbullying. Students who have been bullied will be offered appropriate support.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection and restorative practices

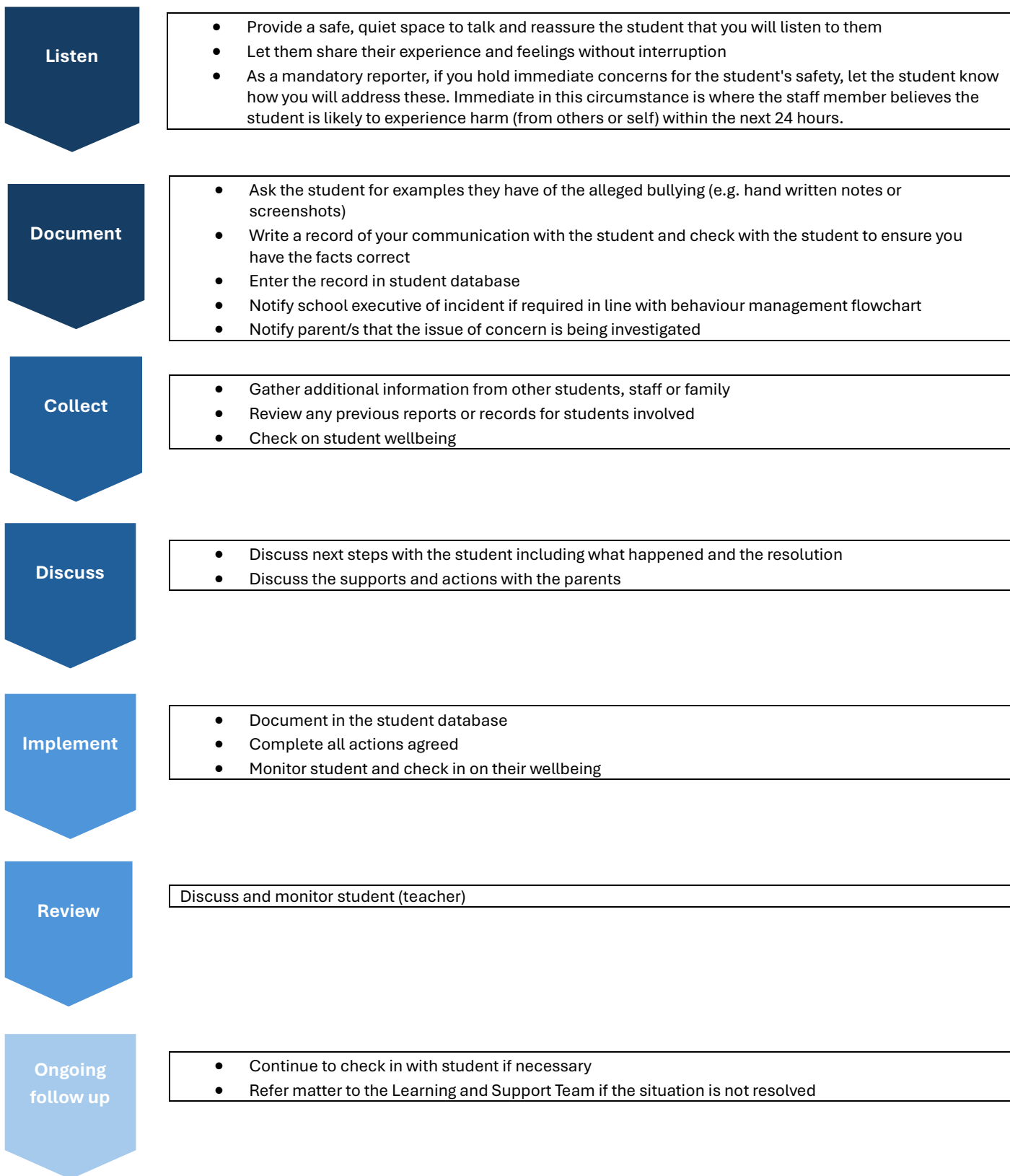
Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection</b> – a structured debriefing/interview and planning after an incident or behaviour of concern with an individual student (reflection)	Same/next day when staff member available	Executive staff	Documented in student database
<b>Restorative practice</b> – <a href="#">circles</a> in groups (if appropriate)	Scheduled for same/next day	Executive staff	Documented in student database



## Bullying Response Flowchart Guidelines

The following flowchart explains the actions Mulgoa Public School staff may 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.



### Review dates

*Initial review date:* 16 December 2024

*Last review date:* 16 December 2024

*Next review date:* December 2025