



Mitchell High School

School Behaviour Support and Management Plan

Overview

Mitchell High School has high expectations for student behaviour and is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged and active in their learning. Key programs prioritised and valued by the school community are Positive Behaviour for Learning (REAL), Resilience in our Teens (R.I.O.T.), Rock and water, Peer Support, RAGE, Boys and Girls Groups, PICLO, ACLO and ASO Support. Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure that all staff respond to these challenges consistently to support students, to acknowledge harm and learn from their behaviour.

Partnership with parents and carers

Mitchell HS will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Parents play a significant role in our school community, and we have an active but small P&C who contribute to decision making. All parents will have an opportunity to provide feedback through the Tell Them From Me Survey conducted annually and school generated surveys.

Mitchell HS will communicate these expectations to parents/carers by email and the school website.

School-wide expectations and rules

Mitchell High School is a Positive Behaviour for Learning (PBL) school. All students are taught to be R.E.A.L. students, that is **Respectful, Engaged and Active Learners**.
Lessons in **R.E.A.L** will continue throughout the year.

Expectation	Implementation
Respectful	Respect others and their personal property Be honest Follow school and classroom rules
Engaged and Active	Be organised <ul style="list-style-type: none">- Bring the correct equipment to school- Leave prohibited items at home

	<p>Look after our school and help maintain our school's good name.</p> <ul style="list-style-type: none"> - Keep our school clean and well presented - Assist official visitors to the school - Behave appropriately at all times. This includes travelling to and from school. <p>Be in the right place at the right time</p>
Learners	<p>Learn all you can</p> <ul style="list-style-type: none"> - Pay attention in class - Be involved in school activities <p>Take pride in yourself and your work</p> <ul style="list-style-type: none"> - Wear your uniform with pride - Value honesty in yourself and others - Keep your books covered and in a neat condition - Try your hardest in everything you do

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>.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	PBL is taught to all years from 7-12 with explicit teaching in Year 7 during Launch.	All students & staff
Prevention	Transition Program in Year 6	Supports students who require extra transition time to learn the school expectations and see them in action prior to arriving in Year 7.	Year 6 transition targeted students
Prevention	E-Smart Training	All year 7 students through their Digital Media classes complete this program teaching about being cyber safe.	Year 7 and teachers

Care Continuum	Strategy or Program	Details	Audience
Prevention	ARCO	The ARCO works with the whole school to lead and support in the elimination of all forms of racial discrimination. They provide advice to students and staff on how to respond to incidents of racism and support proactive anti-racist initiatives within the school.	Students, staff and ARCO
Early intervention	PBL Tier 1	Positive Behaviour for Learning (PBL) Tier 1 Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	All students & staff
Early intervention	SSO Support	Supports the school's wellbeing programs and Student Leadership Body.	Students 7 – 12 SLB
Early intervention	Counsellor	Provide counselling and support to students, individually and in groups, Work in consultation with the principal, school executive, staff and regional student support services to improve student learning and wellbeing outcomes and implement current departmental priorities. Assist and support parents and caregivers in addressing the social, emotional, and educational development of their children, including referrals to services and agencies.	Students as required and counsellors, parents where required.
Early intervention	Rock and Water	The Rock and Water program is aimed at raising self-awareness of personal strengths and abilities and at learning how to play, work and live together with others in a changing and multicultural society. The program consists of a variety of exercises and activities to help build confidence and self-belief. This will also give the students an opportunity to work with a variety of students on building social skills.	Years 7 & 8 students, teachers involved

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Peer Support	Builds resilience by helping students develop strong and respectful relationships and builds skills to support students to manage the many situations that arise.	Years 7 & 10 and staff involved.
Early intervention	Launch Program	Year 7 program to support transition to high school and help develop positive relationships amongst students and staff. Induction program to ensure students are aware of procedures and settings across the school.	Year 7 students and teachers
Early intervention	R.I.O.T. (Resilience in our Teens)	Whole-School program takes a wraparound approach to help teenagers learn skills to manage anxiety and build resilience by engaging the significant adults in their life in training.	All students and staff
Targeted intervention	Learning and Support	The Learning and Support teamwork with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Targeted students and learning support classes
Targeted intervention	Wellbeing Team	Whole school approach to looking at wellbeing in all domains using a team approach, led by the HT Wellbeing.	All students where needed
Targeted intervention	Learning Centre Support	The Learning Centre is a space for support and / or withdrawal for students with learning needs or behaviour needs. This space can address the learning needs and abilities of individual students through coordination, development, implementation and monitoring of educational planning and programming.	Targeted students, LaST and staff for referrals
Individual intervention	Trauma informed practices	Strengths based framework in which Mitchell HS and staff understand, recognise and respond effectively to the impact of trauma on students.	Targeted students, counsellor and staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	APLA Support	APLA visits and observations of targeted students to support the school in managing complex cases.	Deputy Principal and individual students
Targeted intervention	Team Around the School	The delivery Support Team comprises of the Learning and Wellbeing Team, Network Specialist Facilitator, NDIS coordinators, school executive, school counsellor and psychologist and Itinerant teachers. They deal with complex student needs and support the school in managing the cases by developing external agency partnerships. Professional Learning and behavioural support can be provided to staff.	Deputy Principal and individual students, DoE personnel
Targeted intervention	Year Assembly Periods	These Assembly Periods are targeted at each year group and support their growth and development across the social, emotional, spiritual and academic domains.	Students Years 7 – 10 and teachers
Early Intervention	Attendance Action Team	Addresses barriers to improve school attendance and set goals through the individual attendance plans.	Action Team Members & DP's
Individual intervention	Individual Behaviour Management Plans	Individual behaviour management plans assist students to set achievable goals and targets to work towards with regular monitoring.	DP's and individual students
Individual intervention	Individual School Based Attendance Plans	Individual school-based attendance plans are developed with the students and parents and DPs to set meaningful attendance targets to ensure continuity of learning for students.	
Individual intervention	Green and Blue Monitoring Books	Students are placed onto monitoring books to support the improvement of their behaviours across the whole school. Students are monitored and supported to achieve mutually agreed goals.	HT's & DP's and targeted students, parent, carer
Individual intervention	Personalised Learning Pathways (PLP's)	Aboriginal and Torres strait islander students and parents actively engage in meaningful planning and decision making as they identify and strengthen shared understandings of the	Student, staff, parent, carer, Aboriginal Tutor

Care Continuum	Strategy or Program	Details	Audience
		student's goals, expectations and responsibilities.	

Responses to serious behaviours of concern

- Responses for serious behaviours of concern are recorded on Millennium in the Behaviour Management category and often referred to the Head teachers and Deputy Principals for further action.
- Actions taken may include:
 - Interviews of student and witnesses
 - Support for students and staff involved
 - Referral to counsellor, LaST, Wellbeing or external agencies
 - MRG – FACS and Child Wellbeing Unit
 - Development of individual support plan
 - Reflection and /or Formal Caution to suspend and / or in school suspension and / or suspensions
 - Parent contact
 - Liase with Student Services for further interventions, including Team Around the School, APLA's.
- 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.

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

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. Provision for using the canteen facilities are also supported when needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	Recess or lunch 10 – 15 mins	Teachers Head Teachers	Millennium action
Before / after school reflection	Before or after school (Negotiated) 45 – 60 mins	Teachers Head teachers DP's	Millennium action
In school isolation	Whole days – in the Learning Centre or shadowing a Head Teacher 1 – 2 days	Deputy Principal	Millennium action
Playground isolation	Recess and / or lunch	Deputy Principals	Millennium action

Review dates

Last review date: February 2025

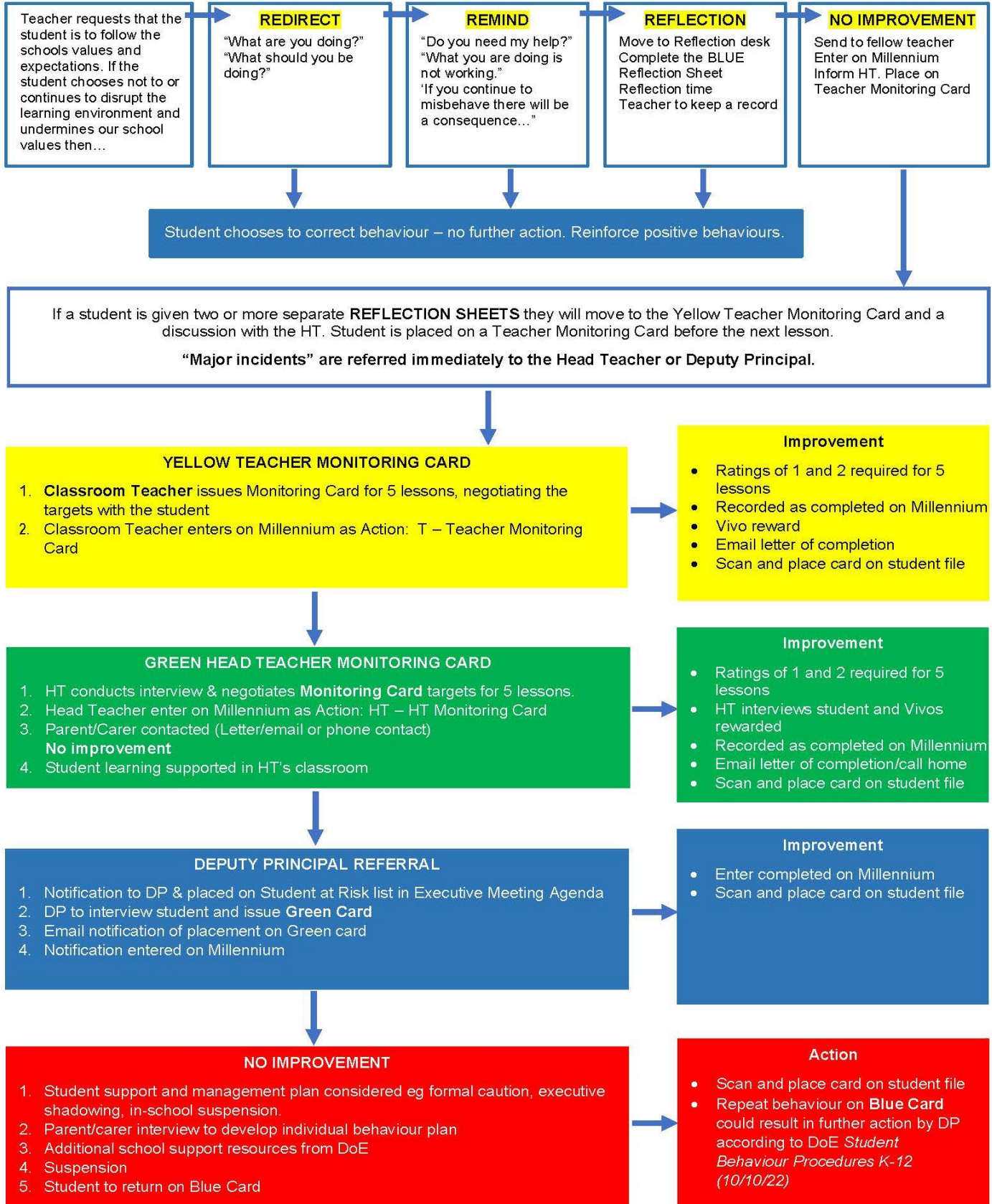
Next review date: Term 1 February 2026



MHS R.E.A.L. Behaviour & Support Management Plan

Have you considered the student's individual circumstances, including but not limited to:

- disability
- trauma background
- cultural and religious background
- interactions with out of home care
- socioeconomic disadvantage?



the school's code of conduct and Respectful, Engaged and Active Learners (R.E.A.L.) system. Therefore, a zero-tolerance approach has been adopted at Mitchell High School.

Defining Bullying

We define bullying as repeated oppression, verbal, psychological or physical attacks, of a less powerful person by a more powerful person. Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety or their property, reputation, social acceptance or sense of self-worth.

Bullying behaviour can be:

Verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats

Physical e.g. hitting, punching, kicking, scratching, tripping, spitting

Social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures

Psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, inappropriate use of social networking sites including Facebook, msn, twitter (cyber-bullying)

Statement of Purpose

Students can expect to:

Know that their concerns will be responded to by school staff, be provided with appropriate support (for both the subjects of and those responsible for the behaviour), participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment.

Students have a responsibility to:

Behave appropriately, respecting individual differences and diversity, follow the school Anti-Bullying Plan, respond to incidents of bullying according to the school Anti-Bullying Plan and being a Respectful, Engaged and Active learner, a REAL student.

Students are encouraged to report incidents of bullying to themselves or others to a staff member.

Parents/Carer/s have a responsibility to:

Support their children in all aspects of their learning, be aware of the school's Anti-Bullying Plan and assist their children in understanding bullying behaviour. Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Plan.

Schools have a responsibility to:

Develop an Anti-Bullying Plan through consultation with parents/carers, students, and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.

Inform students, parents/carers and the community about the School Behaviour Management Procedures and Anti-Bullying Plan.

Provide students with strategies and safety protocols to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.

Communicate to parents/carers that they have a key role to play in resolving incidents of bullying behaviour involving their children.

Follow up complaints of bullying, harassment, intimidation, and victimisation.

Staff have a responsibility to:

Respect and support students in all aspects of their learning, model appropriate behaviour, respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Plan.

Managing Bullying

Strategies are in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

Staff Roles

Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, in the corridors, in the classroom and at sport venues. Staff will respond to all episodes of bullying in order to send a clear message that it is unacceptable. Staff should report suspected victims of bullies to Year Advisers for early intervention and monitoring. Staff should support and participate, where possible, in wellbeing programs designed to assist in the elimination of bullying. Staff will follow the behaviour management and wellbeing procedures, including documenting incidents on millennium. Staff will be in-serviced on the school's Anti-Bullying Plan and become aware of different strategies and professional learning experiences for combating bullying.

Role of Parents/Carer(s)

If a parent/ carer believes their child is involved in bullying, either as a target or as an aggressor, it is appropriate to communicate this information to the school by contacting a Deputy Principal, Head Teacher Wellbeing or Year Adviser as soon as possible.

Monitoring and Evaluating

An Anti-Bullying Plan alone will not stop bullying. Bullying is an aspect of life that can only be reduced through raising awareness and appropriately empowering all members of the school community. This plan will be reviewed annually through the implementation of surveys, updating information and analysis. The

review will be conducted by representatives from Mitchell High School's Wellbeing Team, in collaboration with students, parents, and the school executive.