

Muirfield High School Behaviour Support and Management Plan

Overview

Muirfield High School's approach to behaviour creates and promotes inclusive, safe, respectful and welcoming learning environments. We aim to support the wellbeing of all students so they can connect, succeed, thrive and learn.

The principles of positive behaviour support, trauma-informed practice (with the core principles of safety, trust, choice, empowerment and respect for diversity), inclusive practice, and social emotional learning underpin our practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

The school's behaviour expectations are clear, consistently implemented and communicated with students and parents/carers. All students and staff have the right to be treated fairly and with dignity, in an environment free from disruption, insidious behaviour, aggressive behaviour, harassment and discrimination.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge and learn from their behaviour.

To achieve our goal of an inclusive, safe, respectful and welcoming learning environment, we prioritise positive and respectful relationships between students and staff and a strategic student wellbeing program. Muirfield's student wellbeing programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

We take a restorative approach which focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. We embrace a message of hope and optimism that learning and restoration is possible.

Partnership with parents and carers

Muirfield High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems and practices.

We will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Muirfield High School has the following school-wide expectations and rules:

Respect: I have the responsibility to respect and care for myself, others and the environment.

Participate: I contribute positively to my school and community.

Learn: I strive to achieve my best.

Respect	Participate	Learn
Use positive, polite and appropriate language to everyone	Actively participate in learning and school life	Allow teachers to teach
Follow staff directions promptly	Be safe	Complete all tasks to the best of your ability and submit them on time
Treat others with courtesy, dignity and kindness	Arrive at school and class on time and ready to learn	Work co-operatively
Maintain boundaries of personal space	Bring equipment to class	Embrace the opportunities to learn
Treat the property of others with respect	Use technology appropriately; obey mobile phone policy	Challenge yourself; strive to achieve your highest standards in learning
Value the interests, abilities and cultures of others	Be in the right place, at the right time	Own your achievements
Care for the school environment	Use equipment correctly and safely	Seek help, accept advice
Be honest and truthful and act with integrity	Listen actively to others without interrupting	Be accountable for your actions and behaviours
Accept the right of others to hold different views from your own	Wear the correct uniform	Resolve conflict respectfully and calmly
Treat teachers at other school sites and all visitors to Muirfield with the same standards of respect expected towards Muirfield staff	Show pride in your community	Demonstrate fair play and integrity in all competitions

Banned items

The following items are banned at school, on school-related activities and while travelling to and from school:

- Knives, weapons and other items that may cause harm
- Alcohol
- Drugs and related paraphernalia
- Cigarettes and related paraphernalia, including e-cigarettes, vapes and lighters
- Permanent markers
- Lasers
- Aerosols, eg spray deodorant

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

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:

- 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
- actively supervising 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	Wellbeing at Muirfield	Wellbeing at Muirfield (WaM) operates using a multifaceted approach including seminars, workshops and presentations. The program is flexible, allowing a focus on emerging issues such as making friends, online wellbeing, cyber-bullying, positive mental health, fostering resilience, respectful relationships, study skills and dealing with HSC stress. Love Bites and the Resilience Donut programs are integrated into WaM.	Staff, Wellbeing team, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	R U OK Day	Muirfield participates in R U OK day Term 3. Our school partners with Headspace who deliver mental health seminars together with the SSO.	SSO, Students, families, 7-10, staff
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Special Transition Program Year 6 into 7	This program is designed for those students requiring extra assistance in commencing high school. Students are identified via contact with all primary schools who have students enrolled for Muirfield, or by direct parental request.	Incoming Year 7 students
Prevention	Articulate clear expectations & responses	Regularly at Year and whole school assemblies, and at staff meetings, information presented on school core values, bullying, sources of help, “be a upstander not a by-stander” ie how to report incidents of maltreatment of a student by another student, and role of staff.	Students 7-12, Staff
Prevention	Peer support program	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 11, and co-ordinators
Prevention	Extra-curricular & lunch time groups	Teachers run/organise a range of special interest groups, eg dance, music, games to encourage positive peer relations, & positive connection with school and staff.	Students 7-12
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Check In Check Out (CICO)	For students who exhibit low level or repeated behaviours of concern, CICO can be with DP, YA, HT or other key staff.	Individual students 7-12

Prevention /Targeted intervention	Life Ready	Prepares and supports senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	HT Senior Studies. YA, DP, Year 11 students
Targeted intervention	Leadership programs	These include Student Representative Council, Student Executive, library monitors and peer mentors.	Students 7-12
Individual intervention	Back In the Game	An intervention program that provides specialist support to students to help them re-engage with education and access external supports.	Individual students 10 - 12
Individual intervention	Start Your Future	An intervention program that helps students identify potential career pathways through vocational tasters in a wide range of industries.	Individual students 10 - 11
Individual intervention	Youth Engagement Strategy	The program is targeted at students aged 15 and over who are undecided about what they want to do after finishing school, and who would benefit from an introduction to a vocational career pathway.	Individual students 10
Prevention/ Targeted intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention/ Targeted / & Individual intervention	Year 12 mentoring	One on one sessions between a trusted teacher and year 12 student to support final year of schooling.	HT Senior Studies, Year 12 students
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals. Attendance improvement plans developed, including engagement programs.	Students, Year Advisor, HT Wellbeing, SSO
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carers, DP, School Counsellor, HT Wellbeing
Individual intervention	Youth Engagement Officer	Police YEO works with individual students to support safe and positive choices.	Students, parent/carers, DP, PYEO

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

Identifying behaviour of concern, including bullying and cyberbullying

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 behaviour, unless it is consistently repeated and does not respond to interventions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated. It involves behaviours that can cause harm. Whole-school prevention, early intervention and response approaches to behaviour management incorporate strategies to reduce student bullying behaviours.

Muirfield High 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, student witness or friend 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 cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

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, where there is a clear and close connection between the school and students' conduct.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Executive staff may intervene even if a behaviour of concern has not been reported or referred to an executive staff member.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground. For example, non-compliance, inappropriate language, late to class, ignoring instructions, not attempting work.

Executive managed – behaviour of concern is managed by school executive. Teachers may refer students to Head Teachers if the teacher has judged the incident so serious it needs to be referred directly to a Head Teacher. For example, abusive and threatening language towards a teacher, physical aggression or violence, deliberate property damage, possession of a weapon or use of an item as a weapon, possession of illicit substances. Teachers may also refer a student to a Head Teacher for excessive or repeated disruption or inappropriate behaviour where the teacher has attempted to rectify the situation and there is little sign of improvement. For persistent misbehaviour, referrals need to indicate prior action taken.

Teacher should check, in person by the end of the day, with the relevant Deputy Principal for support for serious behaviours of concern, such as violence, verbal abuse of a staff member, persistent bullying, vandalism.

Racial abuse is also to be referred to the ARCO for support.

Muirfield High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention – responses to recognise positive, inclusive and safe behaviour:

- Behaviour expectations are taught and referred to regularly, including in classrooms, at year group assemblies and at whole school assemblies.
- Teachers model behaviours and provide opportunities for practice.
- Verbal and non-verbal feedback from teachers.
- Tangible rewards from staff.
- Acknowledgement for meeting school-wide expectations and rules through the merit system and at Recognition Assemblies in T1, T2 and T3.

- Positive feedback on reports and at parent/teacher evenings.
- Participation in performances and displays in CAPA, sporting events and wide range of extra-curricular activities.
- Wellbeing at Muirfield – social emotional learning program, including anti-bullying.
- Peer support and leadership programs.
- Student led activities such as Spirit Week.
- Recognition of significant community events and celebrations, such as NAIDOC Week.
- Contact with parents by phone or email.

Early Intervention – Possible responses to minor inappropriate behaviour are teacher-managed

- Use indirect responses e.g. proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback
- Use direct responses e.g. rule reminder, re-teach, provide choice
- Verbal reprimand
- Seat change in classroom/assembly or playground re-direction to alternate area
- Student conference or self-reflection sheet
- Detention at lunch time
- Short time-out (max 10 minutes with student in-sight of teacher)
- Parent contact via phone or email
- Individual behaviour goal setting

Teacher records, as deemed appropriate, incident on Sentral by the end of the school day with record of minor inappropriate behaviour and action taken. Monitor and inform the family if repeated.

Targeted/Individualised – Responses to behaviours of concern, included repeated minor behaviours of concern, which are executive managed

- Teacher to contact HT to seek help straight away if there is a risk of harm. Otherwise notify HT ASAP and before the end of the school day.
- HT/DP/CT 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.
- HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT may seek advice from DP re level of referral. Initial teacher to record brief outline of incident on Sentral, action by HT/DP to be recorded on same entry. DP may request a detailed statement. HT/DP to contact parent/carers by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
- Referral to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
- Parent/carers contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

Corrective responses by executive teachers may include:

- referral to the Student Wellbeing Team or Learning Support Team
- Individual Behaviour or Learning Plans
- teacher mentor

- daily check-in
- supervised withdrawal of class for time out, reflection or conferencing
- redirection to alternate class to complete work
- restitution or community service
- lunch or after-school detention
- counselling or reflective conversations
- loss of privileges, including access to attend off-site activities or, for senior students, late arrival and early departure, including Wednesday sport time.

Responses to serious behaviours of concern or persistent misbehaviour

Responses for serious behaviours of concern, including students who display bullying behaviour, and persistent misbehaviour are recorded on Sentral. These 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
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, 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.

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.

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.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime 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	School executive	Sentral

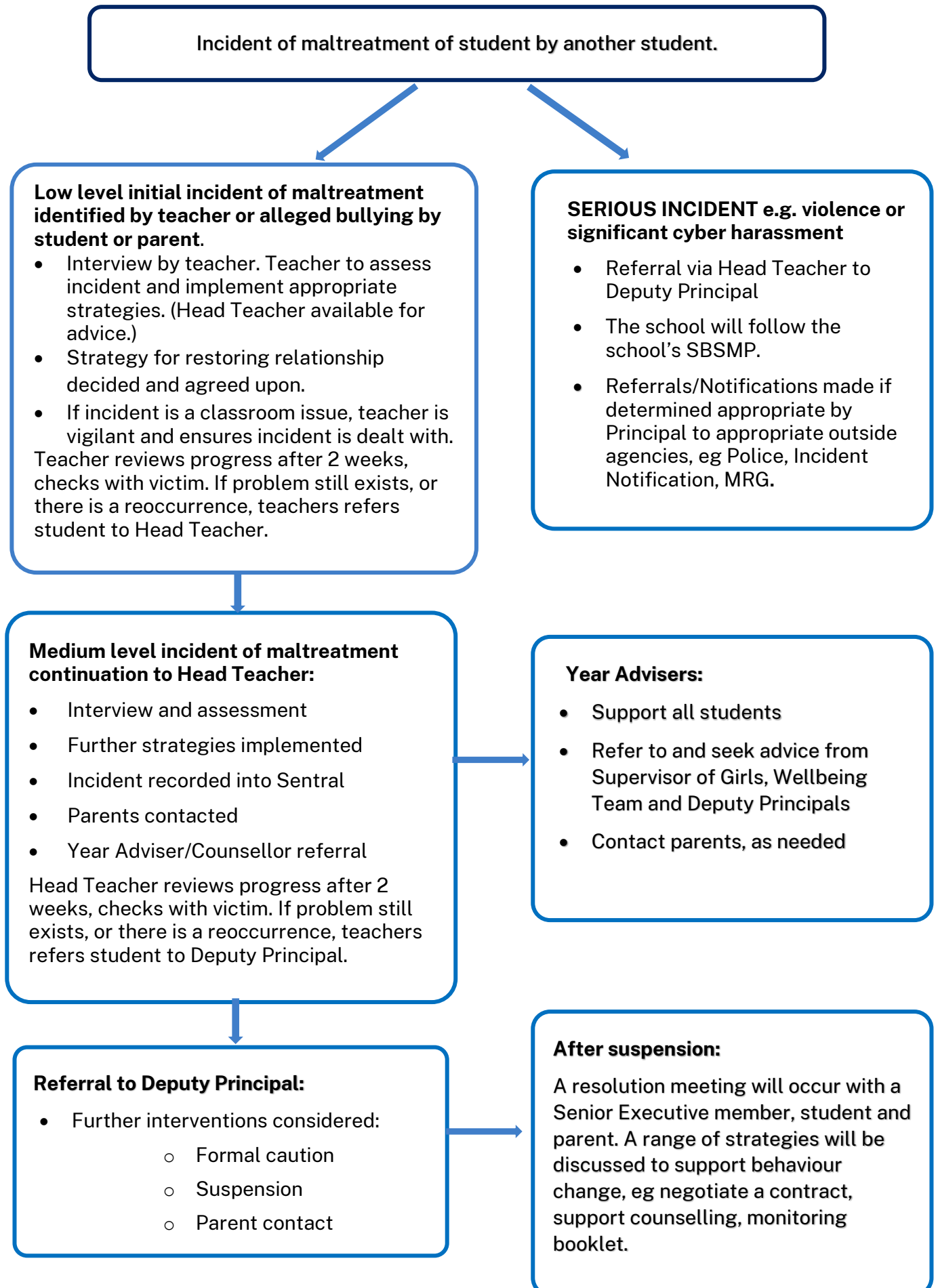
Afterschool detention - supervised after school detention following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention). This may include community service.	Minimum 24 hours notice to parents	School executive	Sentral
Withdrawal of early leave , eg Wednesday sport time for Senior Students. Students advised by Executive teacher. Students will undertake self-directed course work or study.	Next time or next Wednesday	School executive	Sentral
Restorative practice – facilitated restorative conversations in pairs or groups	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing/Girls Advisor/School Counsellor/SSO	Sentral

Review dates

Last review date: 26 November 2024

Next review date: 27 November 2025

Appendix 1: Bullying response flow chart



Appendix 2: Behaviour management flowchart

The following is to be read in conjunction with the Muirfield High School Behaviour Support and Management Plan.

