NSW Department of Education

School Behaviour Support and Management Plan 2024

Overview

At Mullumbimby High School we celebrate diversity, respect individuals and value harmony. We always strive to find a peaceful resolution of conflict to ensure that the learning needs of all students are addressed in a safe, secure and supportive environment.

The principles of positive behaviour support, restorative practices, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

At our school, we use Positive Behaviour for Learning (PBL) – a whole-school approach for creating a positive, safe and supportive school climate where students can learn and develop. Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Our whole school community works together to establish expected behaviours and to improve the social, emotional, behavioural and academic outcomes for our children and young people.

Our school has embedded the RIOT [Resilience In Our Teens] program across all year groups. A key component of this program is to develop students' understanding of their emotional world and build their capacity to identify and manage challenging situations and emotions.

The school's three key values of Respect, Responsibility and Learning guide all interactions. These key expectations are embedded into school policies, wellbeing structures, school planning and also form the language of instruction and expectation for students and staff.

The explicit behaviour expectations at Mullumbimby High School, which are firmly linked to learning achievement, act as a roadmap to success for students. This positive culture for learning, combined with constant recognition of student success, results in a safe, effective and supportive learning environment which allows our students to flourish.

.Partnership with parents and carers

The School Community Charter outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. Mullumbimby High School partners with parents and carers to in establish encourage parent engagement in student behaviour management strategies by:

- Consulting with our school's P&C Association and local AECG
- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs
- Inviting students and parents/carers to provide feedback though a range of surveys such as Tell Them From Me, and other school based surveys
- Engaging in consistent communication across a range of platforms, including our school newsletter, School Bytes, our Parent Portal, Facebook, SMS messages, email, letters, and phone calls to communicate important information regarding student behaviour. This includes communicating positive feedback regarding students and other general information.

- Engaging parents in various wellbeing initiatives throughout the year such as Meet The Teacher evenings, Parent Teacher Learning Conferences, and Year Group Information evenings, where behavioural expectations are reinforced.
- Responding to concerns raised through complaints procedures and using this information to review school systems, data and practices.
- Communicating behaviour expectations and school-wide expectations and rules to parents/carers and providing links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

Mullumbimby High School embraces the following school-wide expectations and rules:

To be Respectful, Responsible and Learning [See Appendix 3]

Respectful	Responsible	Learning
I appreciate others' opinions and differences	I take care of the environment and my community	I am on time and prepared for learning
I cooperate with others	I have a positive outlook	I listen and ask questions
I have self-respect	I am accepting and considerate of others	I accept challenges and learn from mistakes
I am kind and courteous	I take pride in my achievements	I keep trying

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.

Any behaviour that infringes on other people's safety such as harassment, bullying, cyberbullying, or any illegal behaviour will not be tolerated at our school.

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 is translated into multiple languages and is available here: Behaviour code for students.

Whole school approach across the Care Continuum

Mullumbimby High School is a diverse and inclusive school community. As part of our comprehensive approach to student behaviour management, our school has implemented a Care Continuum that focuses on fostering emotional intelligence, empathy, and positive interpersonal skills. [See Appendix 4] The goal of our behaviour interventions is for the students at Mullumbimby High School to develop their social and emotional skills, and with support, will learn to make positive behaviour choices in their lives, now and into the future.

We value each individual student and recognise that different students may require different supports across the Care Continuum at different points in their schooling. Our continuum outlines a

range of interventions designed to support students at every stage; from prevention through to individualised intervention. Through continuous support, structured lessons, targeted programs, and school-wide initiatives, students are empowered with the tools to manage their emotions, build healthy relationships, and develop a strong sense of responsibility toward themselves and others. Our initiatives encourage self-awareness, conflict resolution, and respect for diversity, ultimately fostering a positive and inclusive school culture.

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	Thumbs Up	A whole school program designed to recognise students who are upholding our school values	Whole School
Prevention	RIOT [Resilience in Our Teens] Program	This program develops a young person's understanding of their emotional world and upskills them with the ability to regulate their emotions	Whole School
Prevention	NAIDOC and Muggi Culture Days	These cultural events recognise the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.	Whole School
Prevention	Lunchtime activities	A range of lunchtime activities such as Table Tennis competitions, Tech Room activities and social activities in Garihma. These activities build student creativity, wellbeing and social engagement	Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Year and Whole School Assemblies	Year and whole school assemblies allow the school to celebrate student success and reinforce our core values and expectations	Whole School
Prevention	Extracurricular activities such as School Camps and Movie Nights	These regular events on the school calendar help to build social connections within the year group and foster a positive school culture	Whole School
Prevention	PBL and School Values	Positive Behaviour for Learning and our school values of Respect, Responsibility and Learning reinforce behavioural expectations across the school	Whole School
Prevention	Awareness Events	Our school participates in a number of awareness days throughout the school year including: The National Week of Action Against Bullying and Violence, Pride Month, RUOK Day and Wear It Purple Day. These events promote inclusivity, celebrate diversity and promote social unity	Whole School
Prevention	Transition Program	Our comprehensive Transition program helps to establish positive connections to Mullumbimby High School and ensures that plans and interventions are established prior to students commencing.	Year 6 and 7
Prevention	PDHPE Curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Year 7-10
Prevention /Early intervention	External agencies	Collegial relationships with external agencies including Byron Youth Service, Police Youth Liaison Officers, Headspace, Resilient Kids and The Family Centre allows us to deliver programs to support students with skills in building respectful relationships	Whole school
Prevention/ Early Intervention	PYLO Groups and Visits	Presentations and small group facilitation by our PYLO.	Whole School
Prevention/ Early Intervention	Year Advisor & Girls Advisor	Year Advisors and Girls Advisor work closely with students to build positive relationships and support networks. Advisors also run	Whole School

Care Continuum	Strategy or Program	Details	Audience
		initiatives to develop students' social and emotional wellbeing such as School Camps	
Prevention/ Early Intervention	Rock and Water	Rock and Water is delivered across whole cohorts and is designed to support students' resilience and emotional regulation	Year 7
Prevention/ Early Intervention/ Targeted Intervention	Garihma [Wellbeing Hub]	Garihma offers a safe and supportive place within the school where every student is able to access support, wellbeing programs, and social and emotional learning activities	Whole School
Prevention/ Early Intervention/ Targeted Intervention/ Individual Intervention	Restorative Practice	**Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations**	Whole School
Early Intervention	Lego Brick Club	This program develops students' social skills, and teaches skills in cooperation, team work and emotional regulation	Year 7, 8 and 9
Early Intervention	Bloom Group	This program is coordinated by our Girls Advisor and designed to support female students' social, emotional and physical wellbeing	Year 7, 8 and 9
Early Intervention / Targeted intervention	Reconnect	The Reconnect program is delivered by our School Support Officer and is designed to improve attendance and engagement in our junior male students	Year 7 and 8
Early Intervention, Targeted Intervention	Life Ready	Life Ready is a mandatory 25-hour program designed to prepare and support senior students as they encounter situations relating to health and safety. Life Ready focuses on offering opportunities for student to build the functional knowledge and skills for life post-school	Year 11
Early Intervention, Targeted and Individual Intervention	Wellbeing Team and Learning and Support Team	The Wellbeing and the Learning Support Teams meet weekly in order to identify students who may require additional support, and design and deliver interventions to support these students. Student supports include: Personalised Learning and Support Plans, Stage 4 and 5	Whole school

Care Continuum	Strategy or Program	Details	Audience
		targeted literacy programs, Mac-Lit, Small Group Tuition and various student plans.	
Targeted Intervention	Year 9 Project	The Year 9 Project is an alternative education program designed to support the educational, social and emotional needs of students who have become disengaged with their learning. This off-site program is highly successful in increasing attendance and reducing suspensions	Select Year 9 students
Targeted Intervention	Hands On Learning	The Hands On Learning program is designed to engage students in real world learning opportunities to build their skills and engagement	Select Year 9 and 10 students
Targeted Intervention	Leadership programs	School leadership, SRC, and Duke of Ed initiatives provide opportunities for mentoring, student voice and community engagement	Year 7 – 12
Targeted Intervention/ Individual Intervention	Attendance Improvement Team	The Attendance Improvement Team meets each term in order to identify any students who have issues with regular attendance, and design supportive strategies to assist with attendance improvement. Interventions include: Phone Intervention Programs, Non Attendance Interview Program, Attendance Improvement Plans and HSLO intervention	
Individual Intervention	Student Plans	Students with additional support needs will have an individual plan which outlines the level of need and strategies to best support the students. Plans include: Individual Education Plans, Risk Management Plans, Health Care Plans, Safety Plans, Time Out Plans, Wellbeing Plans and Transition Plans	Select students Year 7-12
Individual Intervention	Team around School	Mullumbimby High will often engage the 'Team Around School' to assist with the design and delivery of supports for students with complex support needs	Select students Year 7-12
Individual Intervention	Complex case Meetings	We hold Complex Case Meetings each term with key stakeholders including NSW Health, NSW Police and Allied Health Professionals to discuss the best supports for our students with complex support needs. This ensures wrap around support for these young people	Select students Year 7-12

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

Recognition for Positive behaviour

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for appropriate behaviour and in promoting our school values of Respect, Responsibility and Learning. Students are recognised for positive behaviour in the following ways:

- School newsletter
- Facebook
- School assemblies
- Thumbs Up Awards
- Termly acknowledgement, incursions or excursions
- Recognition Luncheons each semester

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 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.

Mullumbimby High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- Maintaining close supervision of students in class and in breaks and directly observing students' behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- Listening to and acting upon concerns raised by another student, 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 cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses to serious behaviours of concern

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.

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and the Mullumbimby High School Behaviour Management Matrix [Appendix 5] 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.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.

Responses for serious behaviours of concern including students who display negative behaviours, and/or bullying including cyber bullying, are recorded on Sentral. Steps to respond to this behaviour may include:

- communicating and collaborating with parents/carers (phone, email, meeting)
- implementing behaviour support strategies for example: monitoring booklet, teacher directed or self-directed time out/detention and/or reflection time, restorative practice
- referring/monitoring student through Learning and Support team and/or Wellbeing team
- developing or reviewing individual student support planning and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaising with Team Around a School for additional support or advice
- completing Mandatory Report if appropriate
- issuing a 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1, 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.	1. Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify 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 e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. 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.
3. Tangible reinforcers include those that are: - free and frequent - moderate and intermittent - significant and infrequent Frequent, intermittent and infrequent reinforcers such as Thumbs Up, Merits and Canteen Vouchers are recorded on Sentral.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
4. Social-emotional learning lessons are embedded in curriculum and reinforced in Weekly Wellbeing Tip, CARE messages, and Year Meetings and Assemblies.	4. Teacher records on Sentral as soon as possible and by the end of the school day. Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) and/or Year Advisor	4. Refer to the school's Wellbeing and/or 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.

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. The length of reflection time will be appropriate to the age/developmental level of the student and determined by the appropriate staff member/s. Students will not be kept in for longer than half of the allocated break time.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher led detention: Teachers may give a detention to a student/s when they have not met the behaviour expectations in class. 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)	Usually in the next break time following the incident. This detention will last no more than half of the allocated break time.	Classroom teacher	Detentions are recorded on Sentral
Executive Detention: If a behaviour is of a serious concern, or if a student has not completed a Teacher-Led detention, they may be given an Executive Detention	Usually in the next Lunchtime following the incident. This detention will last no more than half of the allocated break time.	HT or DP	Detentions are recorded on Sentral
Restorative Practice: This may take the form of a restorative circle or restorative mediation	As soon as all people involved are available	HT Wellbeing, Year Advisor, SSO	Restorative mediations are recorded on Sentral

SBSMP Consultation

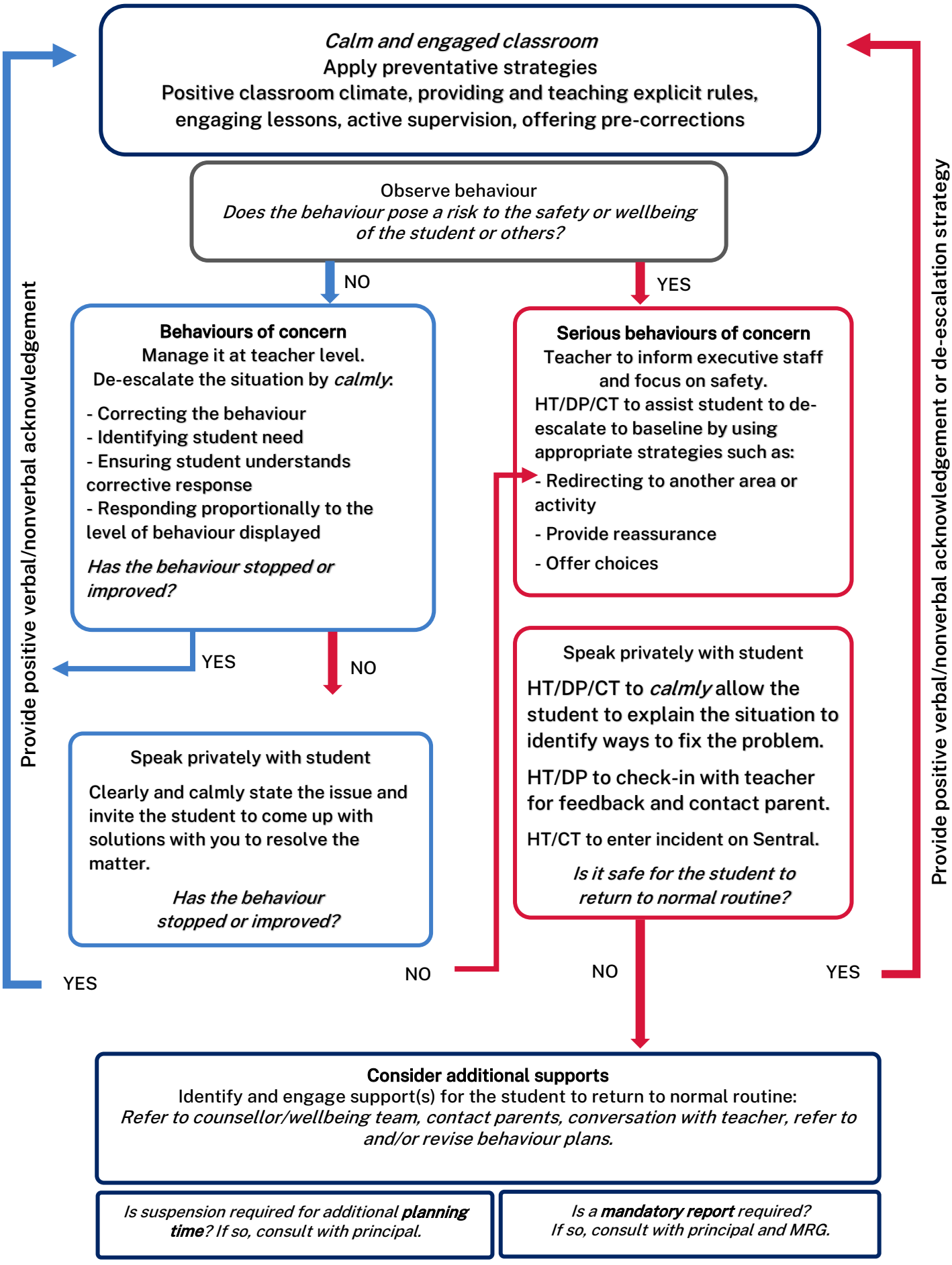
Mullumbimby High School will communicate information and expectations to parents and carers through a range of communication modes, including social media, parent portal and school newsletters to ensure inclusivity and increase meaningful engagement with school communities.

Review dates

Last review date: Term 4, 2024

Next review date: Day 1, Term 1, 2025 and will include consultation with key stakeholders.

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart

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 Sentral
- Notify school executive 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

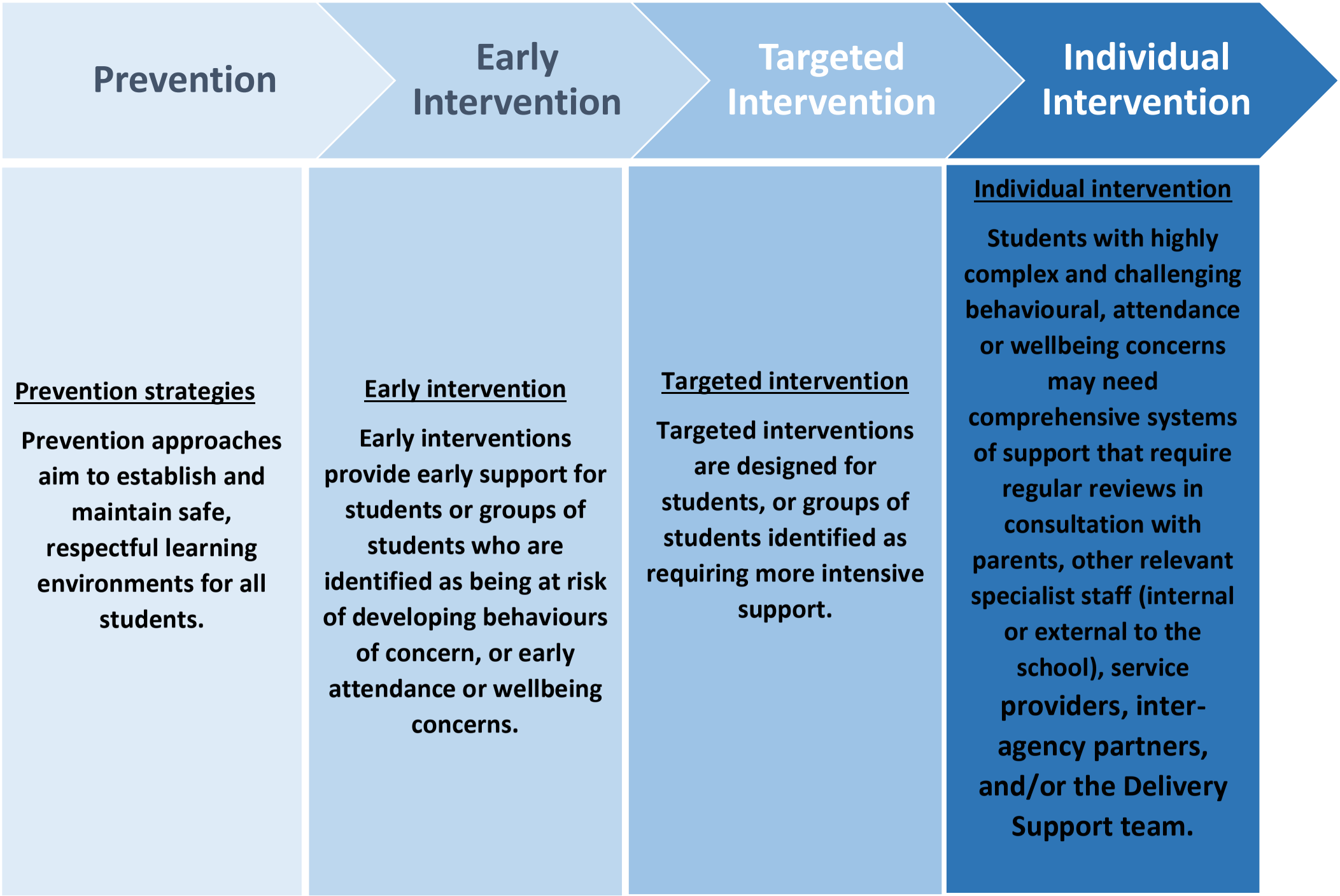
Day 4: Implement
- Document the plan of action in Sentral
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

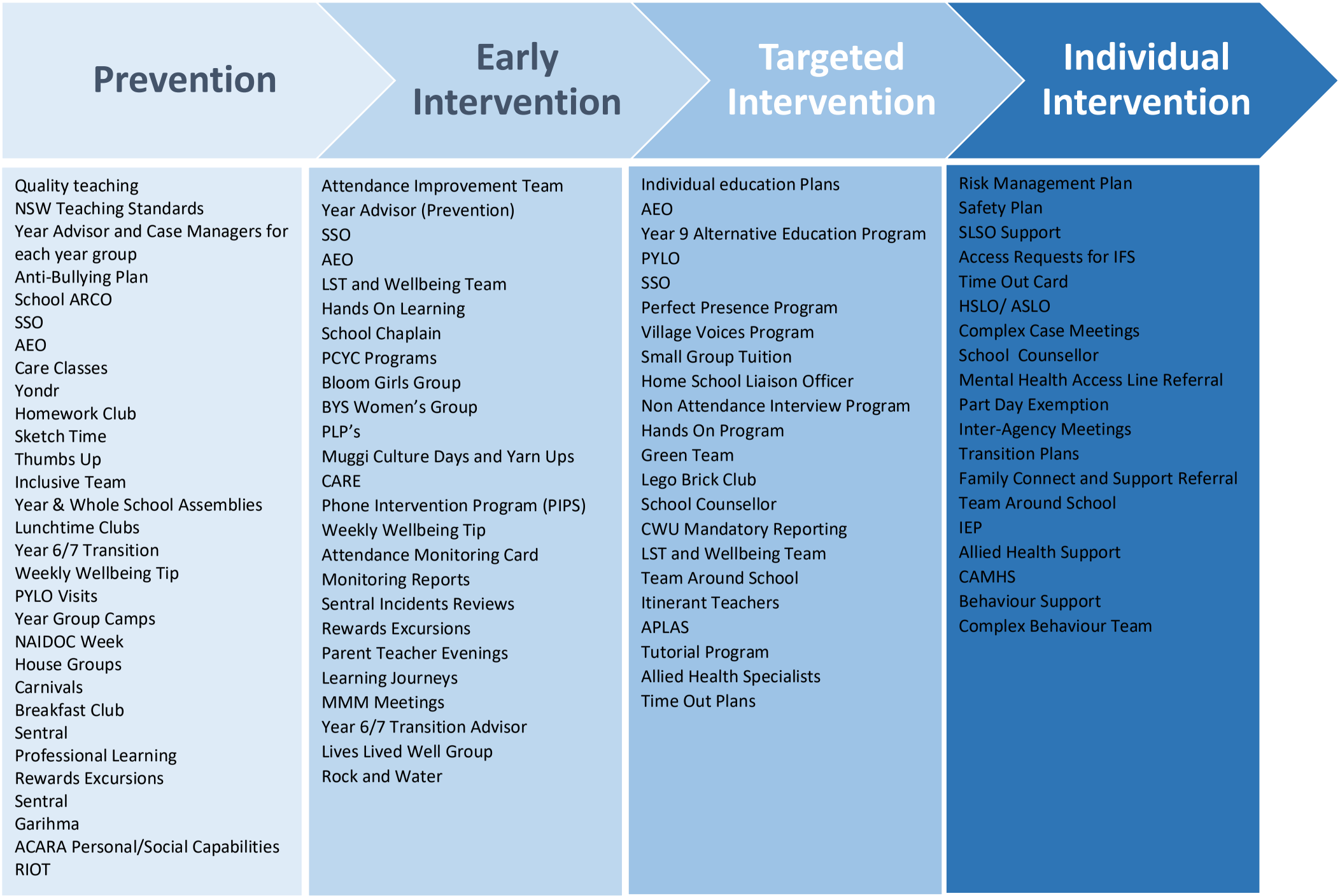
Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Sentral

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Sentral
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Appendix 3: Mullumbimby High School – Behaviour Expectations Matrix

Core Behaviours	Classrooms	Playground	Toilets	Library	Assembly	Common Areas Walkways Student services Canteen Buses
I am Respectful	*I follow Teachers' instructions. * I speak and act respectfully to everyone. * I listen when others are talking.	*I willingly share space and facilities. *I include all students. *I look after the environment. *I speak politely to all.	*I am in the area only when needed. *I respect the privacy of others. *I ensure that I am disposing of rubbish correctly.	*I work quietly. *I listen and follow teacher instructions. *I use manners when communicating with others. *I am mindful of others' needs.	*I settle quickly and focus to listen attentively. *I am aware of others personal space. *I applaud appropriately. *I am quiet.	*I share space and facilities with care. *I wait my turn. * I always choose to speak politely. *I use manners at all times. *I am mindful of safety at all times.
I am Responsible	*I behave in a safe and responsible manner. *I am on time and prepared to work. * I bring all of my equipment to every lesson. * I sit in my allocated seat.	*I put my rubbish in the bin. *I use sporting equipment safely. * I read and follow the playground signage.	*I am in the right place at the right time. *I report any damage. *I wash hands and maintain hygiene. *I use equipment for its purpose.	*I carefully use all equipment and resources. * I share with care at all times. *I know and follow library procedures. *I return books on time.	*I follow teacher instructions. *I am on time. *I sit where I need to sit. *I sit attentively. *I am considerate of others. *I turn my technical devices off/silent during assemblies.	*I know when I need to use a pass. * I keep my pass in a safe place. *I care for the environment by using rubbish bins. *I am prepared to help others when needed. *I report damage.
I am Learning	*I complete work to the standard that is required. *I let others work. *I ask questions if I am unsure of the task. * I attempt all tasks, even if they are difficult.	*I look for ways to care for the school environment. *I positively relate to others. *I actively solve problems for a "win win" outcome.	*I use the bathrooms only in my break times. *If I'm out of class, I have a pass. *I return to class asap. *I am waterwise.	*I stay on task. *I am on time. *I am prepared for learning. *I accept help and help others. * I try my best.	*I listen to all information. *I appropriately celebrate the achievements of others. * I feel school pride.	*I positively follow instructions. *I model appropriate and safe behaviour at all times. *I am where I need to be. *I am on time.


Prevention
Early Intervention
Targeted Intervention
Individual Intervention
Prevention strategies
Prevention approaches aim to establish and maintain safe, respectful learning environments for all students.
Early intervention
Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern, or early attendance or wellbeing concerns.
Targeted intervention
Targeted interventions are designed for students, or groups of students identified as requiring more intensive support.
Individual intervention
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.


Prevention
Early Intervention
Targeted Intervention
Individual Intervention
Quality teaching
NSW Teaching Standards
Year Advisor and Case Managers for each year group
Anti-Bullying Plan
School ARCO
SSO
AEO
Care Classes
Yondr
Homework Club
Sketch Time
Thumbs Up
Inclusive Team
Year & Whole School Assemblies
Lunchtime Clubs
Year 6/7 Transition
Weekly Wellbeing Tip
PYLO Visits
Year Group Camps
NAIDOC Week
House Groups
Carnivals
Breakfast Club
Sentral
Professional Learning
Rewards Excursions
Sentral
Garihma
ACARA Personal/Social Capabilities
RIOT
Attendance Improvement Team
Year Advisor (Prevention)
SSO
AEO
LST and Wellbeing Team
Hands On Learning
School Chaplain
PCYC Programs
Bloom Girls Group
BYS Women's Group
PLP's
Muggi Culture Days and Yarn Ups
CARE
Phone Intervention Program (PIPS)
Weekly Wellbeing Tip
Attendance Monitoring Card
Monitoring Reports
Sentral Incidents Reviews
Rewards Excursions
Parent Teacher Evenings
Learning Journeys
MMM Meetings
Year 6/7 Transition Advisor
Lives Lived Well Group
Rock and Water
Individual education Plans
AEO
Year 9 Alternative Education Program
PYLO
SSO
Perfect Presence Program
Village Voices Program
Small Group Tuition
Home School Liaison Officer
Non Attendance Interview Program
Hands On Program
Green Team
Lego Brick Club
School Counsellor
CWU Mandatory Reporting
LST and Wellbeing Team
Team Around School
Itinerant Teachers
APLAS
Tutorial Program
Allied Health Specialists
Time Out Plans
Risk Management Plan
Safety Plan
SLSO Support
Access Requests for IFS
Time Out Card
HSLO/ ASLO
Complex Case Meetings
School Counsellor
Mental Health Access Line Referral
Part Day Exemption
Inter-Agency Meetings
Transition Plans
Family Connect and Support Referral
Team Around School
IEP
Allied Health Support
CAMHS
Behaviour Support
Complex Behaviour Team

` **Appendix 5: Behaviour Management Matrix**

BEHAVIOUR MANAGEMENT MATRIX FOR IN-CLASS SITUATIONS

The purpose of this document is to support staff in managing in-class student behaviour and to facilitate effective, positive relationships

Expectation	Teacher Preventative Strategies	Teacher Responsive Strategies
Respect ● Follow staff instructions ● Listen to the speaker ● Put hand up to speak ● Speak politely and use manners	● Greet students warmly at the door ● Revisit classroom expectations at the start of each lesson ● Take the time to build a positive relationship ● Model the behaviours you want to see ● Develop safe and inclusive environment ● Use supportive language ● Check in with student to show interest	● Teacher gives clear choices (with consequences) that are realistic ● Teacher records incident on Sentral including action taken. ● Teacher interviews student after lesson ● Teacher initiated and conducted detention ● Teacher initiates class seating plan ● Teachers discusses with Head Teacher, colleague, Year Advisor, Counsellor, Support teachers, ARCO ● Teacher refers student to Learning Support Team ● Teacher initiates parent contact ● Teacher sends incomplete work/ 'N' warning letters ● Teacher initiates Yellow Behaviour Monitoring Card
Responsibility ● Digital devices used and stored in line with the school policy ● Be in the right place at the right time ● Sit in allocated space ● Use equipment safely for its purpose	● Ensure students understand expected behaviour ● Correct behaviour and allow students time to comply ● Check in on students regularly throughout the lesson ● Use active supervision to help students stay on task ● Firm, fair and consistent approach	
Learning ● Have necessary equipment ● Complete all tasks to the standard requested ● Ask questions if unsure of task ● Let others work	● Explicit lesson intention and goals ● Structured instruction ● Differentiate work so it is not too easy or too hard ● Make the lesson content relevant and engaging ● Effective communication and use of questioning to ensure task requirements are understood ● Acknowledgement of things students do well ● Provide opportunities for quality class discussions ● Maintain high expectations ● Utilise merit system (Thumbs Up, Merit Awards)	

Managed with Head Teacher	Teacher Response - During/After Class	Possible Consequences
● Defiance and persistent refusal to follow directions ● Unsafe behaviour ● Destruction of property ● Persistent non-compliance to mobile policy ● "N" warnings/persistent work completion issues ● Persistent truancy ● Bullying issues	● Ask student to report to Head Teachers or Deputy if Head Teacher unavailable- Provide students with 'Out of Class' pass ● Isolation with Head Teacher ● Send another student for assistance from Head Teacher/ Deputy Principal ● Discuss issue with Head Teacher after class ● Record issues/incident on Sentral including actions taken	● Discuss issues with Support Teacher ● Record on Sentral including actions taken ● Head Teacher interview with student ● Detention/removal from class for a short period of time/arrange withdrawal to a senior class ● Parent contact/interview ● Referral to Counselor/Learning Support/Welfare Team/ ARCO/ Support Unit ● Orange Behaviour Monitoring Card
Managed with Deputy ● Continued disobedience - eg. refusal to obey staff instructions, defiance, continued disruption to other students' learning ● Aggressive behaviour - eg.hostile behaviour directed at staff, students or other persons ● Continued bullying and cyberbullying ● Persistent truancy/attendance issues	**Teacher Response- During/After Class** ● Ask student to report to Head Teacher/Deputy- Provide students with 'Out of Class' pass ● Isolation with Head Teacher/Deputy ● Send another student for assistance from Head Teacher/Deputy Principal ● Discuss issue with Head teacher/Deputy after class ● Record issues/incident on Sentral including actions taken	**Possible Consequences** ● Support/discussion with Teacher/Head Teacher ● Interview with student/collect written student statements ● Short term alternate timetable ● Parent contact/interview ● Referral to Counselor/Learning Support/Wellbeing Team/ ARCO/ Support Unit ● Red Behaviour Monitoring Card Formal warning of suspension ● Record warning of suspension ● Record on Sentral including actions taken ● CWU/DCJ report info to Principal ● Recommendation to suspend taken to Principal ● Temporary exclusion from extracurricular activities. e.g. sports, excursions if there is risk