

Murwillumbah Public School
Promoting Excellence in Education



School Behaviour Support & Management Plan

Revised December 2022



Contents

STATEMENT OF PURPOSE: STUDENT WELFARE AND DISCIPLINE	3
MURWILLUMBAH PUBLIC SCHOOL EXPECTATIONS	3
PART A	4
RECOGNITION OF STUDENT ACHIEVEMENT.....	4
PART B	5
STUDENT SUPPORT.....	5
PART C.....	7
DEALING WITH INAPPROPRIATE BEHAVIOUR	8
BEHAVIOUR MANAGEMENT PROCEDURES – LEVELS AND MONITORING SYSTEMS.....	12
BEHAVIOUR MANAGEMENT PROCEDURES – SUSPENSION	13
ATTENDANCE PROCEDURES	14
PART D	18
MPS BEHAVIOUR EXPECTATIONS	23
ANTI-BULLYING POLICY	26

STATEMENT OF PURPOSE: STUDENT WELFARE AND DISCIPLINE

POSITIVE BEHAVIOUR FOR LEARNING

At Murwillumbah Public School, we believe that all students can learn and have the right to do so. As such we have the following priorities:

- The provision of quality education for all students
- The care and safety of all students

Our “Student Welfare Policy” is built on the Positive Behaviour for Learning platform, underpinned by strategies which promote quality learning, fair behaviour management procedures and supportive wellbeing practices.

When parents enrol their children at Murwillumbah Public School, they enter a partnership with the school staff. This partnership is based on shared responsibilities and mutual respect. Our responsibilities are:

- Model the school’s expectations
- Provide challenging and interesting learning experiences
- Encourage each student to achieve their potential
- Provide support to students in all aspects of school life
- Monitor student progress and take appropriate action
- Acknowledge positive achievements, attitudes, and behaviours
- Provide a caring, safe, and ordered environment
- Communicate regularly with parents
- Implement a small number of easily understood rules and consequences that are fair, clear, and consistently applied
- Ensure policies and programs include principles of natural justice and procedural fairness

MURWILLUMBAH PUBLIC SCHOOL EXPECTATIONS

We are a Positive Behaviour for Learning (PBL) school, our expectations are:

RESPECT

RESPONSIBILITY

LEARNING

Our language when speaking to students is consistent and linked to our school expectations in both classroom and non-classroom settings. Signage around the school and in the classrooms reflects our expectations.

Our expectations are taught explicitly to students. This is done through whole school assemblies, classrooms and our everyday interactions with students. We, as a staff, model the school’s expectations in what we do and what we say.

Recognise and encourage positive behaviour and when correcting student behaviour, do so by being explicit in instruction and wherever possible stated positively. E.g. Are you acting safely?

Chance cards are available to acknowledge students who are meeting our expectations. Chance cards are available from the office. PBL has been incorporated into the Awards structure to reward students and note this on Sentral.

PART A

RECOGNITION OF STUDENT ACHIEVEMENT

Chance Cards

Students that are meeting our School's three expectations are eligible to receive chance cards.

Blue Chance Cards – for positive classroom behaviour.

Green Chance Cards – for positive behaviours in the playground.

Merit awards, certificates and other appropriate school-based rewards

- Class awards – weekly 1 per class- 1 Respect, Responsibility, Learning
- Key Learning Awards/Quality Work – presented at the whole school assembly
- Principal, Silver and gold awards presented at the whole school assembly presentation of awards at whole school assemblies, presentation assemblies, special assemblies chance cards - used by all staff are to recognise positive behaviour by children in the playground and classroom
- PBL Green chance card recipients drawn from a barrel at recess assemblies.
- Lunchtime computer passes awarded to students during class time for positive behaviour

Progression of Awards

4 Merit Certificates	1 Principal Award
4 Principal Awards	1 Silver Award
4 Silver Awards	1 Gold Award

Gold Award

Children receive Merit Awards at the Wednesday assemblies. Children who receive a Principal award will be presented at the whole school assemblies held each week.

Children receiving a Gold Award will have their photo taken with the Principal and published in the school newsletter. Gold Award plaques are presented on Presentation Evening, Gold certificates are presented at Wednesday assemblies.

N.B. Awards may be postponed should the recipient become involved in negative behaviour thus resulting in a warning/ detention letter. The award will be presented to the child when the school executive considers his/her behaviour satisfactory. Parents, students, and classroom teachers will be informed.

Ongoing, regular contact with parents

Letters, telephone, for both formal and informal interviews are used to advise of positive behaviour and attitude as well as negative aspects of students' behaviour.

PBL Excursions

The school may organise excursions at the end of each term to recognise positive behaviour.

Promoting Student Achievement

- Displays at local shopping centre
- Use of school newsletter to promote the school to the local community
- Student achievement recognised by publishing names /photos in the newsletter and school website
- Good workers sent to supervisors/principal for positive reinforcement and reward for good schoolwork, attitude, behaviour, etc
- Students entered in local / district / state competitions are reported to local community via newsletters, assemblies and local papers and the school web site.
- Personal class reward charts
- School display boards

PART B

STUDENT SUPPORT

Learning Support Team

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

The team:

- Supports teachers in identifying and responding to the additional learning needs of students
- Facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- Coordinates planning processes and resourcing for students with disability and additional learning and support needs
- Designs and implements the supports required to build teacher capacity so that all students access quality learning
- Develops collaborative partnerships with the school, parents and carers, other professionals, and the wider school community.

Student Assistance Scheme

Through the Student Assistance Scheme, limited financial assistance can be provided to students to meet their immediate needs i.e. stationery, uniforms, excursions and additional studies fees. Applications can be made through the Administration Office. Students who attend school without sufficient food for the day can see any member of staff who will make some arrangements to ensure their wellbeing.

Student Counselling

School counsellors are qualified teachers who have a degree in psychology and post graduate qualifications in school counselling.

They complement and enhance the work of teachers by:

- Strengthening the schools' student welfare provisions, and
- Providing psychological assessments of students with specific needs.

Murwillumbah PS LEARNING SUPPORT TEAM REFERRAL



Student Name: _____ Referred by: _____ Date: _____

Class: _____ Date of Birth: _____ Parent's contacted? YES NO (circle one)

REFERRAL CONCERNS	Minor Concern	Moderate Concern	Serious Concern
ACADEMIC			
Below class average / Underachieving			
Disinterested / Indifferent			
Does not understand / Needs assistance			
Homework incomplete			
Learning difficulties			
Reading skills			
Expressive language			
Receptive language - understanding / carrying out verbal instructions			
Writing - structure			
Handwriting / fine motor skills			
Numeracy skills			
Attention span			
Organisational skills			
Difficulty attaining basic skills / new ideas			
Memory recall difficulties			
PHYSICAL			
Sight			
Hearing			
Speech			
Unwell			
Weight			
Gross motor skills			
Fine motor skills			
ATTENDANCE			
Fractional Truancy			
Frequent requests to leave the room			
Frequently arrives late			
Frequently leaves early			
Frequent Absences / pattern to absences			
BEHAVIOUR / SOCIAL			
Angry			
Argumentative			
Bullying			
Defiant / Resentful			
Depressed			
Disengaged / Restless			
Disobedient			
Easily upset / Stressed			
Interrupts			
Introversed / rarely participates in class			
Rude / Offensive			
Socially Isolated			
Talkative			
Disruptive			
Victim			
Displays unusual behaviour			
OTHER			
Lack of food			
Personal hygiene			
Self esteem			
Self harming behaviours			

Reason for referral: What are your concerns? Elaborate on areas ticked above. Attach relevant data such as work samples, anecdotal records, observations etc.

What strategies have been implemented to date and with what success?

STLA Speech Counselling OT Classroom assistance (LSO) Other Please specify:

What outcomes would you like from this referral?

How can the Learning Support Team help? (Please tick as many as you feel is relevant)

STLA Reading Recovery Itinerant Support Teacher Speech Counselling Program assistance G & T OT Classroom assistance (LSO) Chaplain Other please specify:

LST comments:

REFERRAL TO SCHOOL COUNSELLOR
From Learning Support Team / Student Welfare Committee
(For students Kindergarten to Year 6)



Education

For completion by **CLASS TEACHER** or
LST /SWC CO-ORDINATOR

Student's Name: _____
School: _____
Class / Teacher: _____
Date of Birth: _____
Date of referral: _____

NB. A copy of this referral form may be given to, or discussed with, parents or caregivers.

Please complete relevant sections. Other information may be attached.

First referral Re-referral Completed Parent / Caregiver referral form attached

Reason for referral?

Classroom achievement? (Reading, spelling, number, etc)

Language skills? (Expressive and receptive language, fluency, etc)

Physical skills? (Gross motor, fine motor)

Behaviour, social skills, attendance?

Student's strengths

What strategies have been tried so far and with what success?

What outcomes would you like from this referral?

Teacher's name: _____ Signature: _____ Date: _____

Comments by LST/SWC Co-ordinator

LST/SWC Co-ordinator's name: _____ Signature _____ Date: _____

DEALING WITH INAPPROPRIATE BEHAVIOUR

Factors Contributing to Inappropriate Behaviour

When establishing appropriate management strategies for negative behaviour, always consider that all behaviour has a purpose.

Contributing factors may include:

- Lack of skills, social or academic, of the student or the inability to apply skills consistently in a variety of contexts.
- Lack of choices for students in their lives.
- Inappropriate curriculum.
- Inappropriate teaching strategies.
- Personal circumstances which are reflected at school.
- A cry for help.

Preventative Action

- Know your students well.
- Teach PBL Expectation's explicitly to students.
- Attend to students as individuals, not just to the class.
- Have clear and consistent routines.
- Move around the room – do not sit at the desk issuing commands/instructions.
- Emphasise and adhere to school expectations.
- Reward positive behaviour and success – offer praise and encouragement frequently - catch students being good.
- Have a functional room that supports learning.
- Prepare and utilise appropriate materials.
- Arrive at class on time.
- Plan interesting lessons including a variety of appropriate learning activities.
- Cater and plan for all learning styles and levels – curriculum differentiation, and modification.
- Communicate clear expectations.
- Do not leave the room during class time.
- Plan appropriate seating arrangements.
- Negotiate a Behaviour Management Plan – classroom expectations and procedures.
- Plan a language for discipline (what will you say?).
- Address problem behaviour directly and immediately.
- Model consistent, caring, and controlled behaviour – be objective, not judgemental

Corrective Action


Action least intrusive to most intrusive:

- Tactically ignore – decide how long to ignore and what your next step will be if it does not work (never ignore behaviour that may compromise the safety of the student or others around them).
- Nonverbal message or gesture – make eye contact or facial messages such as a smile or frown with off task students. Make hand signals, click fingers, point, or wag the finger.
- Distractions and diversions – teachers can often anticipate a disruption or problem and distract or re-direct students. This can be done by inviting some assistance; asking a question; moving closer to the student; giving them a task; asking the student to move.
- Casual statements or questions – check the student's progress with casual questions "How's it going?", "Where are you up to?"

- Simple directions (repeat if necessary) – using the student’s name may be enough. Make a direct statement. “Put the pen down.” “Stop talking. Allow “take-up” time.
- Core Rule re-statement/rule reminder – state the rule or procedure. “You know the rule. If you want to ask a question, it is hands up.”
- Questions and feedback – (1) “What are you doing?” (2) “What should you be doing?” (3) “Here are your choices....”
- Taking the student aside – move the student away from their peers and clearly discuss the student’s behaviour, giving them options to re-enter the room and work or face more stringent consequences. The choice is theirs as they own their behaviour.
- Consequences – If the student does not choose to behave in an appropriate and safe way, the next step in the behaviour management program is for formal consequences.

TIME OUT SLIP- It is the responsibility of the classroom teacher to have time out slips always run off and available in the classroom

When referring students to BUDDY CLASS please make sure this slip is completed. Record on Sentral making sure to identify follow up action as per behaviour management procedures.

 TIME OUT (BUDDY CLASS) SLIP	
STUDENT : _____ TEACHER : _____	CLASS: _____ DATE: _____ TIME SENT: _____
<p>PREVIOUS ACTIONS ✓</p> <p><input type="checkbox"/> Three dots on board</p> <p><input type="checkbox"/> Remind of expectations</p> <p><input type="checkbox"/> Moved/Isolated within the room</p> <p><input type="checkbox"/> Spoke to student about behaviour</p> <p><input type="checkbox"/> Counselling outside</p> <p><input type="checkbox"/> Redirected to alternative activity</p> <p>FOLLOW UP ACTIONS</p> <p><input type="checkbox"/> Record on Sentral</p> <p><input type="checkbox"/> Phone/contact parent</p> <p><input type="checkbox"/> Speak to supervisor</p> <p><input type="checkbox"/> Other</p> <p>.....</p>	<p>Reason for referral</p> <p>.....</p> <p>.....</p> <p>.....</p>

REFLECTION SHEET FOR STUDENTS PLACED IN REFLECTION TIME



- Respect
- Responsibility
- Learning

Time to Think

Name: _____ Date: _____

What will the teacher say you were doing?

What was I doing?

Were the action(s) I chose, Not good 1 2 3 4 5 Good
(please circle)

What would have been a better choice?

Which of the school's expectations did you not meet?

Respect

Responsibility

Learning

Has your teacher spoken to you about this behaviour before? Yes No

If Yes, why did you repeat the poor behaviour? _____

How can we work together to stop this happening again?

How can we make up for what has happened?

Signed:

Student: _____ Teacher: _____

BEHAVIOUR MANAGEMENT PROCEDURES – LEVELS AND MONITORING SYSTEMS

To ensure consistency within all classrooms, the following whole school procedure is as follows:

Each class teacher utilises the school's classroom management system in line with Positive Behaviour for Learning (PBL) principles including "Buddy Class" System

1. Name on the board

2. **Dot beside the student's name** (reminder and reflection time with class teacher -optional)

3. **Two Dots** = Extended reflection time with an Executive. Teacher to record on Sentral and generate letter to the parent. Note to be returned and signed or confirmation from parents to the issuing teacher and classroom teacher.

4. **Three Dots**= **Student redirected to buddy class with referral slip (for one session only)**. Class teacher to record on Sentral and generate letter to the parent. The student will report to the stage supervisor at lunch for extended reflection time.

Monitoring Levels

Any student who is repeatedly placed in reflection will go onto the school's monitoring level depending on where the negative behaviours are presented. For example-

Classroom Behaviours= *Behaviour Monitoring Card (5 day duration)*

Playground Behaviours= *Playground Monitoring Card (5 day duration)*

Behaviour Monitoring Card (5 day duration before review)

Issued by an Executive member for **persistent classroom behaviour** to high-level behaviours. Meeting to take place with Class Teacher, student and Supervisor to formulate goals and apply any strategies to improve behavioural/learning outcomes

The class teacher and supervisor monitor behaviour over consecutive days. Letter sent home, record on Sentral.

Possible formal caution (of suspension) if the behaviour continues.

Playground Monitoring Card (5-day duration before review)

Issued by Executive member for **persistent playground behaviour** to high-level behaviours. Meeting to take place with Class Teacher, student and Supervisor to formulate goals and apply any strategies to improve playground behaviour/interactions. Class Teacher and Supervisor monitor behaviour over consecutive days. Letter sent home, record on Sentral. Possible further consequences if negative behaviour continues.

BEHAVIOUR MANAGEMENT PROCEDURES – SUSPENSION

1. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for changing their behaviour thus enabling them to meet the school's expectations in the future.

2. Murwillumbah Public School will work in partnerships with parents in assisting the student to re-join the school community. This is most effective when the parent takes an active role in this process.

3. Principals have the authority to suspend or expel a student from a particular school. Short suspension: 1-4 days. Long suspension: 5-20 days.

4. Murwillumbah Public School will suspend immediately, consistent with the Department of Education and Communities procedures, any student who:

- Uses, or is in the possession of, a suspected illegal drug or promotes a substance as an illegal drug or supplies a restricted substance (e.g. prescription drugs)
- Assists other students to obtain illegal substances or supply restricted substances
- Is aggressive, violent or threatens serious physical violence
- Is in possession of, or uses a prohibited weapon, firearm or knife
- Demonstrates continued disobedience or persistent misbehaviour of the MPS expectations.
- Engages in criminal behaviour related to the school
- Uses an implement as a weapon or threatens to use a weapon

5. Students must attend a re-entry interview with their parent(s). Either the Principal or Assistant Principal and Class teacher will conduct the interview. The Learning and Support Teacher (LaST), School Counsellor (SC) may attend the interview along with other appropriate personnel.

6. Whilst on suspension students are required to complete the work provided for them by the class teacher. This work is to be presented and discussed at the re-entry interview.

7. Students will complete a re-entry contract, negotiate their individual improvement Focus Behaviours and be placed on a Behaviour Monitoring Card as part of their re-entry program. Students will not be able to represent the school or participate in extra curricula activities until they have demonstrated consistent, improved behaviour

8. Should a student not meet their agreed re-entry program students may have a further suspension imposed.

ATTENDANCE PROCEDURES

Monitoring

- Class teachers to monitor attendance of students in their class as per normal
- Class teachers maintain contact with parents regarding persistent lateness or unjustified absences
- Assistant Principals to print out attendance data each Monday. Data to be analysed and brought to Executive Meeting & student welfare meetings when required.

Management

- Should student attendance drop below 80% and efforts to address attendance concerns are not successful via email, phone **Attendance letter 2** will be sent. (Letter to be sent by LaST and or Stage Supervisors/Principal. (Attendance letter 2 requires parents to attend a meeting with the Class teacher and or Stage Supervisor or LaST/School Counsellor)
- Should interventions fail to increase school attendance and engagement student to be raised at stage meetings and or student welfare meetings.
- **Attendance letter 3** will be sent by LaST and referred to Home School Liaison Officer (**HSLO**).

Attendance Merits

- Attendance data is checked weekly to identify students who have above 90% attendance and receive an Attendance Merit Award at the Wednesday assembly.

HSLO Involvement

- Student case managed by HSLO/LaST and class teacher. Attendance improvement program initiated for a minimum of 6 weeks.

Please note:

Attendance letters 2 and 3 are in Sentral- under wellbeing- negative incident.

This week my goal is to _____

I can achieve this goal by _____

In the future I will _____

Student Signature _____

Teacher Signature _____

Parent Signature _____



Monitoring Card



Name: _____

Class: _____



Monitoring Card

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Morning Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Recess	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Middle Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Lunch	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Afternoon Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞

Rating



This card is the student's responsibility.

They must give it to the teacher for each lesson and collect it at the end.

This week my goal is to _____

I can achieve this goal by _____

In the future I will _____

Student Signature _____

Teacher Signature _____

Parent Signature _____



Classroom Monitoring Card



Name: _____

Class: _____



Monitoring Card

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Middle Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Afternoon Session	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞

Rating



This card is the student's responsibility.

They must give it to the teacher for each lesson and collect it at the end.

This week my goal is to _____

I can achieve this goal by _____

In the future I will _____

Student Signature _____

Teacher Signature _____

Parent Signature _____



Playground Monitoring Card



Name: _____

Class: _____



Monitoring Card

	Monday	Tuesday	Wednesday	Thursday	Friday
Recess	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞
Lunch	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞	😊 😐 😞

Rating



Excellent



Good



Unsatisfactory

This card is the student's responsibility.

They must give it to the teacher for each lesson and collect it at the end.

PART D

Behaviour	Examples	Behaviour Levels	Possible Consequences	Management Strategies	Staff Responsible
Disruptive (Interferes with teaching and learning)	Calling out, making noises, out of their seat, talking over others, interfering with other student's work, crawling on the floor, under tables etc	<p>Low Level= Single incident, minor disruption</p> <p>Medium Level= Persistent disruption, behaviour that stops the teacher from teaching</p> <p>High Level= Deliberate and continual disruption despite interventions Continued disobedience</p>	<p>Low Level= Name on board, then dot</p> <p>Medium level= Buddy Class, reflection time</p> <p>High Level= Student to buddy class, parent meeting, behaviour monitoring card</p> <p>Short Suspension</p>	<p>Reflection time</p> <p>Behaviour monitoring book</p> <p>The Referral to Learning Support Team</p>	<p>Class teacher</p> <p>AP/LaST</p> <p>School counsellor</p>
Aggressive behaviour	Hitting, kicking, pushing, shoving, swearing and intimidating behaviour, biting, head-butting	<p>Low Level= hands-on behaviour that does not cause injury</p> <p>Medium Level= Deliberate breach of the hands-off policy</p> <p>High Level= Persistent behaviours/behaviours that cause injury</p>	<p>Low Level= Time out/teacher intervention</p> <p>Medium level= Time out/reflection time</p> <p>High level= Short Suspension</p>	<p>Discussion of expectations,</p> <p>Reflection time letter home</p> <p>Record on Sentral</p> <p>Parents contacted</p> <p>AP/P involvement</p>	<p>Class teacher or duty teacher</p>
Dangerous	Risk-taking behaviour e.g., climbing, absconding, using implements/equipment	<p>Low Level= One incident/low level of risk</p>	<p>Low Level= Time out/teacher intervention</p>	<p>Discussion of expectations,</p>	<p>Principal/AP</p>



	inappropriately, throwing objects, or damaging school or personal property, out of bounds	<p>Medium Level= Risk of danger to be considered and or potential risk factors</p> <p>High Level= Deliberate/dangerous and or persistent</p>	<p>Medium level= = Time out/reflection time/ Discussion of expectations,</p> <p>High Level= Notify parent-request meeting to discuss consequences. Possible suspension</p>	<p>Reflection time letter home Record on Sentral</p> <p>Parents contacted AP/P involvement</p>	
Refusal	To follow reasonable instructions	<p>Low Level= Subtle, isolated incident</p> <p>Medium Level= Openly refusing, persistent</p> <p>High Level= Answering back/refusal deliberate act to defy the teacher Continued disobedience</p>	<p>Low Level= Name on board, then dot/reflection time</p> <p>Medium level= Buddy Class, reflection time</p> <p>High Level= Removal from classroom, Parent meeting, behaviour monitoring book Short suspension</p>	<p>Discussion of expectations, Record on Sentral</p> <p>Teacher/AP reflection time</p> <p>Behaviour monitoring book</p>	<p>Class teacher</p> <p>AP/LaST</p>
Offensive	Spitting, picture/drawing, verbal comments, swearing	<p>Low Level= Subtle, isolated incident</p> <p>Medium Level= Deliberate incident designed to cause offence Verbal/physical</p> <p>High Level= Deliberate incident causing offence Verbal/physical.</p>	<p>Low Level= Reflection time (depending on the area of the incident, removal from the area)</p> <p>Medium level= Reflection time. Removal from the area. Reflection time</p> <p>High Level= Removal from classroom, Parent meeting,</p>	<p>Discussion of expectations, record on Sentral</p> <p>Mediation with student and other parties</p>	

			behaviour monitoring book Formal warning of suspension Short suspension	Playground monitoring book or behaviour monitoring book	
Harassment	Name-calling, taking of possessions, intimidation, threats, cyber	Low Level = Subtle, one-off incident Medium Level = Deliberate incident designed to hurt feelings High Level = Threats of violence/persistent threats despite interventions	Low Level = Reflection time (depending on the area of the incident, removal from the area) Medium level = Reflection time. Removal from the area. Reflection time High Level = Buddy class, Parent meeting, behaviour monitoring book Formal caution, Short suspension	Discussion of expectations, Record on Sentral Mediation with student and other parties Playground monitoring book or behaviour monitoring book	All staff
Physical violence (results in injury or seriously interferes with the safety and well-being other students and staff)	Physical conflict Aggressive behaviour that causes injury or harm	Low Level = See above <i>aggressive behaviour</i> High Level = Fight or deliberate act of serious violence	Suspension from school (Decide whether the incident is aggressive behaviour (short suspension Physical Violence (Long suspension))	Formal Long Suspension Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor
Stealing/Theft	Equipment, toys, other people's property	Low Level = one-off incident Medium Level = One-off incident and lied or persistent issue High Level = Consider the item stolen, the effect of	Low Level = Reflection time Medium level = Reflection time Interview with parent/formal warning	Discussion of expectations, Record on Sentral	All staff/AP

		the stolen item on the persons involved	High Level = Formal warning of suspension/monitoring card Suspension	Mediation with student and other parties	
Dishonesty	Truancy, stealing, making up stories,	Low Level = One off (consider the age of the student) Medium Level = Persistent issue High Level = Persistent issue that creates a continual disruption or peer conflict	Low Level = Discussion of expectations, Record on Sentral Medium level = Reflection time High Level = Formal caution/monitoring card	Discussion of expectations, Record on Sentral	All staff AP
Vandalism	School/personal property	Low Level = One-off incident (consider the age of the student) Medium Level = Consider the recorded damage and impact of damage on teaching and learning High Level = Consider the recorded damage and impact of damage on teaching and learning. Frequency of incidents to be considered.	Low Level = Reflection time Medium level = Reflection time High Level = Suspension	Discussion of expectations, Record on Sentral Photograph evidence of vandalism Refer to Principal	All staff Principal
Suspension related incidents					
Continued Disobedience	Persistent disruption to teaching and learning	The student has moved through the school's behaviour management	Short Suspension	Record on Sentral Refer to Principal	Staff AP/Principal

		procedures. All incidents recorded, letters sent home, and monitoring cards have failed to assist behaviour		Principal to complete suspension process	LaST
Aggressive Behaviour	Multiple incidences of aggressive behaviour across settings or high-level incident	The student has moved through behaviour management procedures. All incidents recorded letters sent home, monitoring cards have failed to assist behaviour	Short Suspension	Record on Sentral Refer to Principal Principal to complete suspension process	Staff AP/Principal
Persistent Misbehaviour	Persistent disruption to teaching and learning. More than 2 short suspensions for continued disobedience in the past 12 months.	Student has moved through behaviour management procedures. All incidents recorded letters sent home, monitoring cards have failed to assist behaviour. Interventions are in place, however, student is still presenting persistent negative behaviours.	Long Suspension 5- 20 days)	Record on Sentral Refer to Principal Principal to complete suspension process Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor
Physical violence (results in injury or seriously interferes with the safety and wellbeing other students and staff)	Physical conflict Aggressive behaviour that causes injury or harm	Low Level = See above <i>aggressive behaviour</i> High Level = Fight or deliberate act of serious violence	Suspension from school (Decide whether the incident is aggressive behaviour (short suspension Physical Violence (Long suspension))	Formal Long Suspension Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor

MPS BEHAVIOUR EXPECTATIONS

	<h1 style="text-align: center;">BEHAVIOUR EXPECTATION MATRIX</h1>				
	Bus- Shelter	Gates-Riverview and Side	Waiters	Sport 3-6	
<h2>RESPECT</h2>	<ul style="list-style-type: none"> *Use quiet voices *Listen to and follow all directions of teachers and bus drivers. *Use your manners, both on and off the bus 	<ul style="list-style-type: none"> * Wait for the teacher to see your parent and then say goodbye * Listen to and follow all instructions 	<ul style="list-style-type: none"> * Use quiet voices * Let teacher know that you are leaving 	<ul style="list-style-type: none"> * Listen to and follow directions *Use equipment in safe and appropriate way * respect other people's property *Walk quietly 	
<h2>RESPONSIBILITY</h2>	<ul style="list-style-type: none"> *Walk *Line up and sit quietly in correct bus line *Be prepared *Sit on the bus *Keep hands and feet to ourselves 	<ul style="list-style-type: none"> *Walk directly to designated area *Stay in school grounds until asked by teacher to leave. * Cross the road with the teacher 	<ul style="list-style-type: none"> *Walk directly to the area * Stay seated until parent arrives * Walk up to your parent * Take all of your belongings with you 	<ul style="list-style-type: none"> * Get all necessary equipment *Use the toilet *Walk in two lines *Stop at all road crossings *Pack up all equipment * Sit in class lines at the end of sport 	
<h2>LEARNING</h2>	<ul style="list-style-type: none"> *Be Prompt *Know your bus number 	<ul style="list-style-type: none"> * Wait patiently 	<ul style="list-style-type: none"> *Wait patiently 	<ul style="list-style-type: none"> * Stay in designated area 	



BEHAVIOUR EXPECTATION MATRIX



	Canteen	Toilets	Assembly-11:30	Assembly
RESPECT	<ul style="list-style-type: none"> *Use a quiet voice *Use our manners *Place rubbish in the bin *Respect the canteen area 	<ul style="list-style-type: none"> *Flush the toilets *Respect space and privacy *Use soap, toilet paper and water appropriately *Quiet voices *Boys use trough correctly 	<ul style="list-style-type: none"> *Listen to and follow all teacher directions *Clap appropriately *Be quiet 	<ul style="list-style-type: none"> *Listen to and follow all directions *Clap appropriately *Sing with pride *Be quiet
RESPONSIBILITY	<ul style="list-style-type: none"> *Line up *Buy and go *Buy food for ourselves *Class leaders collect lunches *Walk *Keep area clean 	<ul style="list-style-type: none"> *Walk *Wash hands *Turn off taps *Report inappropriate behaviour *Keep the area clean 	<ul style="list-style-type: none"> *Leave playground promptly *Walk *Sit still in class lines *Be an active listener *Keep your hands and feet to ourselves *Hats, lunchboxes, balls on ground 	<ul style="list-style-type: none"> *Keep hands and feet to ourselves *Walk in class lines *Sit in class lines *Sit still *Be an active listener
LEARNING	<ul style="list-style-type: none"> *One person to the counter at a time *Be prepared *Have money ready 	<ul style="list-style-type: none"> *Use toilets during break times 	<ul style="list-style-type: none"> *Listen to the Speaker 	<ul style="list-style-type: none"> *Listen to the speaker



BEHAVIOUR EXPECTATION MATRIX



	K-2 Playground	Transitions	Passive Play	Library (lunch)
RESPECT	<ul style="list-style-type: none"> *Listen to and follow all teacher instructions *Use equipment appropriately *Use manners * Take turns 	<ul style="list-style-type: none"> *Follow all teacher directions *Walk silently * Respect personal space <ul style="list-style-type: none"> • Hold the door open for the person behind you; • Leave room for others to pass; 	<ul style="list-style-type: none"> * Use equipment safely and appropriately *Share and take turns * Use manners * Play quietly * Allow others to enjoy the quiet spaces. 	<ul style="list-style-type: none"> *Use quiet voices *Treat equipment with respect. * Follow all teacher direction *Share equipment.
RESPONSIBILITY	<ul style="list-style-type: none"> *Play safely *Wear hats *Keep your hands and feet to yourself *Put equipment away *Leave the playground promptly * Keep sand in the sand pit 	<ul style="list-style-type: none"> *Walk in two lines * Walk on the concrete *Keep to the left *Look where you are going *Stay behind the person in front of you. 	<ul style="list-style-type: none"> *Include others *Play with fair rules *Return equipment in good condition and to the correct place. * Share the space 	<ul style="list-style-type: none"> * Line up and wait *Walk quietly * Play cooperatively. *Return all equipment *Leave area neat and tidy.
LEARNING	<ul style="list-style-type: none"> * Use the play equipment effectively 	<ul style="list-style-type: none"> * To walk in two lines * to walk in a sensible and safe manner. 	<ul style="list-style-type: none"> *Learn the rules of the game 	<ul style="list-style-type: none"> * Play games appropriately * Stay on appropriate sites *



ANTI-BULLYING POLICY

We promote Resilience and Respect

Bullying IS NOT the normal low level childhood disagreements that occur from time to time.

RATIONALE

Murwillumbah Public School provides quality education in a caring, safe and supportive environment. We work to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every student has a right to enjoy his or her time at school.

We do not tolerate bullying or harassment. Respect for others is expected.

RIGHTS AND RESPONSIBILITIES

Each member of the Murwillumbah Public School community shares in the following rights and responsibilities:

- To feel safe
- To learn and grow
- To respect others
- To be respected
- To use commonsense
- To be valued
- To support others

AIMS OF THE ANTI-BULLYING POLICY

- To reinforce within the school community what bullying is and that it is unacceptable behaviour.
- To address any bullying that occurs at Murwillumbah Public School.
- To assist students to resolve conflicts and differences without bullying.
- To encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/or peers.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- To seek parental and peer group support and co-operation at all times.
- To educate students, teachers and parents in anti-bullying actions.
- To foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.

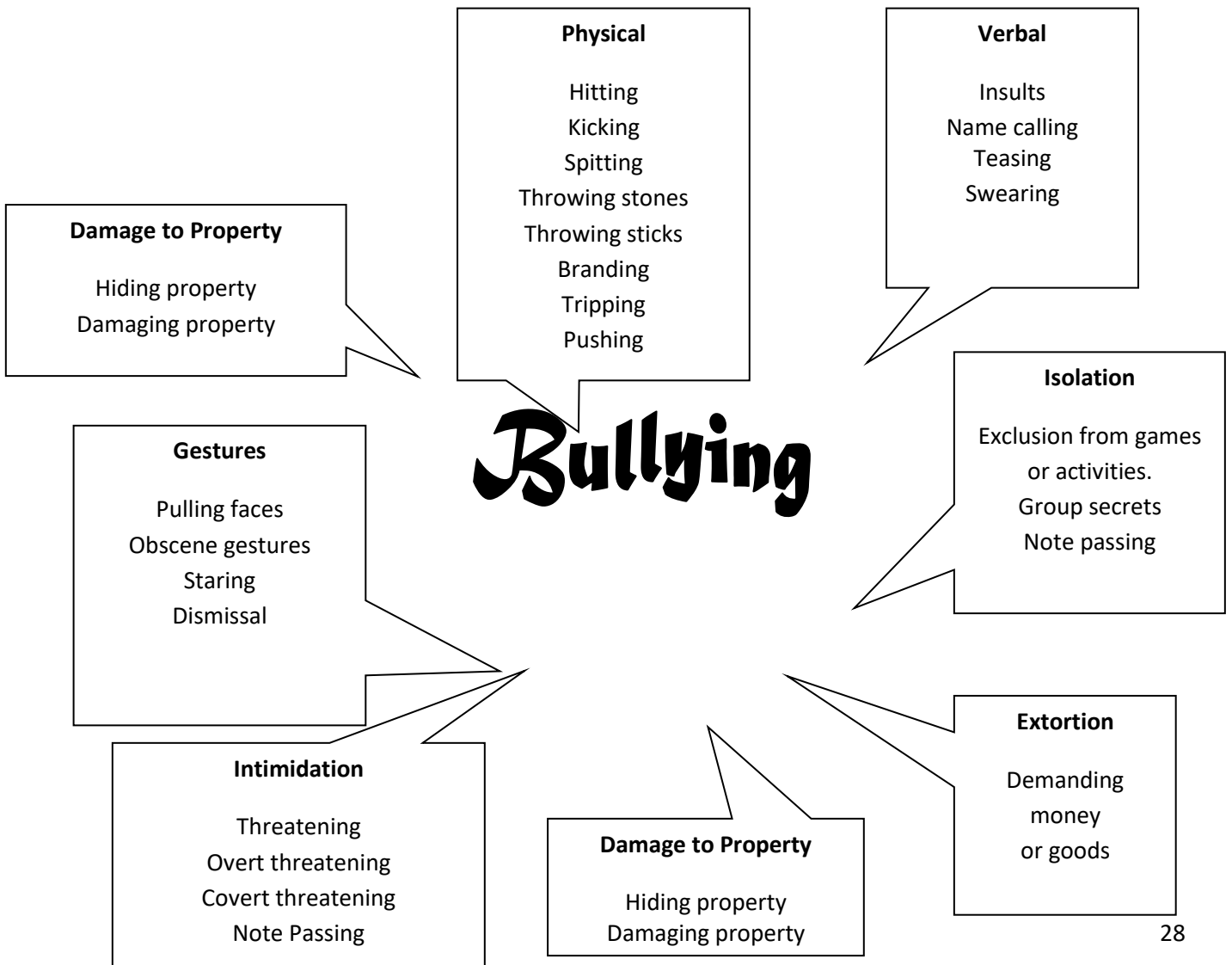
DEFINITION: WHAT IS BULLYING?

Bullying is -

- A repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- May be physical, verbal or indirect/relational
- Conducted by a more powerful individual or group
- Against a less powerful individual who is unable to effectively resist.

Types of Bullying	Direct	Indirect
Physical	Hitting, slapping, punching Kicking Pushing strangling Spitting, biting Pinching, scratching Throwing things e.g. stones	Getting another person to harm someone
Non-Physical	Mean and hurtful name calling Hurtful teasing Demanding money or possessions Forcing another to do homework or commit other offences such as stealing	Spreading nasty rumours Trying to get other students to not like someone

Non-Verbal	Threatening and/or obscene gestures	Deliberate exclusion from a group or activity Removing and hiding and/or damaging others' belongings
Cyber Bullying	The sending of abusive texts or emails; Taking and sharing unflattering or private images; Posting unkind messages or inappropriate images on social networking sites; and Repeatedly, and for no strategic reason, attacking players in online gaming	Excluding individuals from online chats or other communication.



Dealing with and responding to allegations of bullying

When an incidence of bullying has been reported the following procedures shall be put in place:

1. Ensure that the student is safe and arrange support.
2. School staff will investigate and gather the facts about the suspected bullying and, if possible, identify the students involved.
3. Implement appropriate procedures to address the bullying using responses such as restorative justice approaches to conflict resolution. These approaches seek to address the underlying issues while providing support to both the victim and the alleged bully.
4. Meetings will be undertaken with parent(s) of both the student(s) identified as the bully and victim
5. Formal caution letters will be sent home.

When an incident of cyberbullying has been reported the following procedures shall be put in place:

1. Ensure that the student is safe and arrange support.
2. School staff will investigate and gather the facts about the suspected bullying and, if possible, identify the students involved.
3. Implement appropriate procedures to address the cyberbullying using responses such as restorative justice approaches to conflict resolution. These approaches seek to address cyberbullying issues while providing support to both the victim and the bully.
4. Consequences as per School Discipline Policy or as appropriate for student displaying cyber bullying behaviour.
5. If Sexting is involved the school will contact NSW Police Liaison Officer

OUR SCHOOL PLAN

STEP 1 – Awareness

Developing community awareness

- Community awareness and input relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. newsletters, parent forums)

Implementing School Programs

- Professional development for staff related to bullying and the strategies to counteract it.
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (e.g. Friendly Schools and Families, Quality Playground/classroom program, Peer Support Programs)
- Provide elective and structured activities at some recess and lunch breaks (e.g., Library activities, music groups, sports equipment, sport challenges)
- Staff supervision in the playground.
- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
- Regular class/stage meetings

STEP 2 - Action

- **“Dobbing”** is when a person tries to get attention or to get someone else into trouble.
- **“Asking for Help”** is when someone feels the situation is out of his or her control and he or she is unable to deal with it alone.

Anyone being bullied is encouraged to ask for help

Bystanders are also encouraged to ask for help for the person being bullied

Parents are encouraged to contact the school if they are aware of a problem

Staff will monitor, record and report any incidents of bullying both in the playground and classroom

STEP 3 - Conferencing

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors)
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons may be convened if appropriate following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, other) All issues relevant to the behaviour of the student are considered.

STEP 4 - Follow Up / Consequences

- Ongoing monitoring
- Parental contact (if needed)
- Timeout from the class/ playground
- Suspension (in extreme cases)

EXTRA INFORMATION

PLAN: WHAT CAN I DO? (Students being bullied)

- Try to stand up for myself in a positive way. Say, “Stop! I don’t like it.”
- Try to talk with the person I am having a problem with to sort it out
- Try making a joke. Prepare funny or clever replies to diffuse the situation
- Ask the person bullying to repeat what they said. This can put them off
- Ignore the situation and keep playing or working, or walk away completely
- Talk to a friend to get some ideas to make a decision
- Get help from someone in my support group: family; teacher; friends; school support team; school counsellor
- Stay away from the bully, and places where bullying occurs.
- Be with friendly, supportive friends

BYSTANDERS

- Refuse to join in with the bullying.
- Support the person being bullied – just standing next to them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.

PARENTS

- If your child is being bullied at school, try to find out the whole story.
- Report it to a teacher, or the Principal. Your report will be followed up.
- Please borrow / read “Friendly Families - a parent’s guide to dealing with and preventing bullying” available from the library.

The following suggestions are made to parents:

Take an active interest

- in your child’s social life
- in what is happening at school

Encourage your child

- to bring friends home
- to accept and tolerate differences in others

Build your child’s self-confidence

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

Discuss with your child

- the school’s expectations about behaviour
- ways to respond if his/her rights are infringed

Encourage constructive responses

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name -calling won’t solve the problem

Set an example

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do

Be alert for signs of distress

- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

Act

- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

INTERESTING FACTS ABOUT BULLYING

It is often thought that children who have problems at school are the children who bully

Some children who bully are popular children with good leadership skills and groups of friends

They can be popular with the teachers as well, and well behaved in class

Some children may not realise what they are doing is bullying nor the level of hurt or anxiety they are causing others

Children who bully will often change their behaviour once they realise how the person being bullied feels

Some children who bully have **needs or wants they are trying to meet**. These children can benefit from a conference that **helps them find new, respectful ways to meet those needs**.

Studies have shown that almost all children are bullied at some time

Children with high self-esteem and a resilient attitude barely notice the bullying and it stops

Children with **low self-esteem are most likely to be effected** by bullying

Improving your child's self-esteem through **recognising and acknowledging their qualities and gifts** and their contribution to your family can protect them from the effects of bullying.

