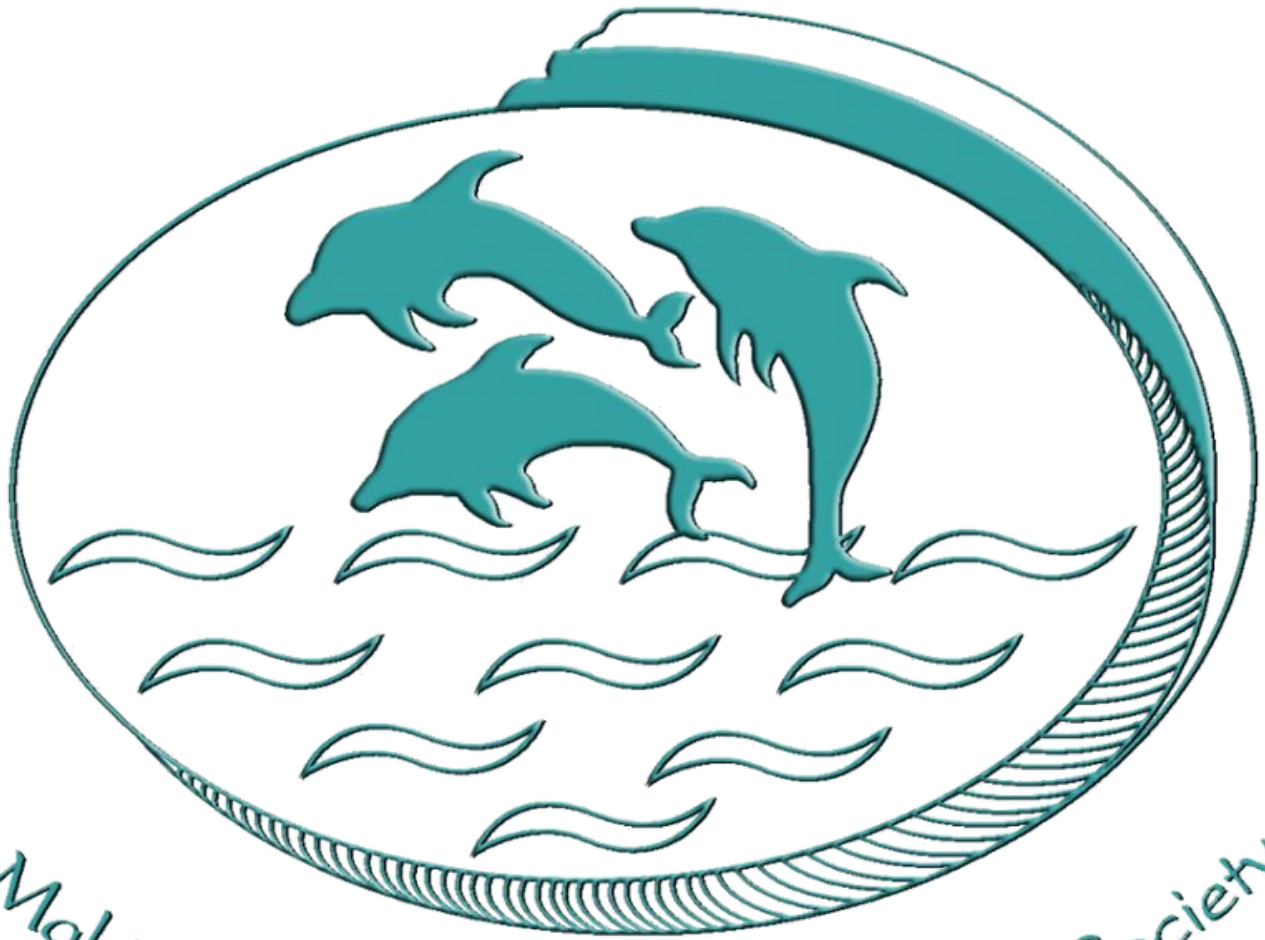


MULLAWAY PRIMARY SCHOOL STUDENT BEHAVIOUR POLICY

UPDATED MAY 2023



Making a Quality Contribution to Society





BEHAVIOUR EXPECTATIONS

Our behaviour expectations have been developed to meet the following desired outcomes.

Students:

- have individual performances recognised.
- are involved in developing classroom expectations.
- are responsible for their own actions.
- accept the consequences of their actions.

Positive Behaviour Strategies

This system will have:

- Bee Awards will be immediately presented for displaying qualities outlined in the 5 Bees.
- 5 Bee Awards will receive community recognition through a Bumble Bee award.

Bee Awards

Bee Awards are instantly given out at any point in time by any member of the staff (including Student Learning and Support officers-SLSO's and office staff) to any student across the school. They can be given in the classroom or playground and are awarded for a range of significant achievements or quality examples of behaviour.

Students, after receiving a Bee Award, go to the Reflection Room at the next available break time where it is recorded and dated on a paper roll.

The student can then keep the Bee Award and take it home to celebrate with their family. Bee Awards are to be kept safe at home. When a student achieves their 5th Bee Award, they will need to bring all five awards into their classroom teacher. The student will then have achieved a "Bumble Bee Award".

The classroom teacher will write a "Bumble Bee Award" and contact parents/carers and family members to invite them to attend an assembly to see their child receive their award.

There is no limit on how many Bumble Bee Awards a student can achieve each year.

Bee Awards do not carry over to the next year. The system begins again in the new year.





THE 5 BEES

RIGHTS AND RESPONSIBILITIES

Be My Best

I have a right to learn

It is my responsibility to:

- do the best I can
- listen to and follow instructions
- concentrate on set tasks
- seek help if I have a question or problem
- co-operate with others

Be a Good Listener

I have a right to hear and be heard

It is my responsibility to:

- listen
- allow others to speak without interruption

Be Respectful

I have a right to be respected and treated fairly

It is my responsibility to:

- respect myself, others and our differences
- be honest, trustworthy and sincere
- accept and promote the rights, freedoms and responsibilities of being an Australian citizen

Be Happy and Safe

I have a right to feel happy, safe and secure in our environment

It is my responsibility to:

- help and care for others
- act in a non-violent and peaceful way

Be Fair

I have a right to my own privacy and personal space

It is my responsibility to:

- respect the personal property of others and to accept their right to privacy and personal space





Moving Through the Levels

Students can immediately drop level/s for not meeting school expectations outlined in the 5 Bees.

A student will be warned in minor circumstances of inappropriate behaviour. If this minor behaviour continues it is likely to result in a level drop.

For student wellbeing, details of reflection room cards are recorded on Sentral and monitored for escalating and repeated behaviours. Three reflection room cards in a two-week period will prompt executive, parent, and teacher communication with a focus on support for the student.

Teachers will actively observe positive behaviours with the intention of moving the student back to Level 1 as soon as possible. Students responding positively to explicit teaching of behavioural expectations will move back to Level 1. There is no set time frame to remain on any level. Individual needs and developmental age of students will be considered in all level changes.

Overview of Levels

LEVEL 1: Meeting Behaviour Expectations

- Students demonstrate the 5 Bees at all times.
- Students on Level 1 will have access to all playground areas, school activities, and representative opportunities.

LEVEL 2: Warning Level

- The student's level card is moved as a visual reminder for students to improve their behaviour.
- Students will discuss supports and strategies with a teacher, including (but not limited to) the 5 Bees, Kelso's Wheel and the Zones of Regulation.





LEVEL 3: Teacher Intervention

Based on the severity of the behaviour, each student will receive appropriate guidance.

Some outcomes of the reflection room may include, but are not limited to;

- parent contact
- apologies
- warning or loss of representative privileges and excursions or educational events
- social groups
- peer mediation

Students who display inconsistent management of the 5 Bees attend the reflection room and receive guidance from the reflection room teacher, in consultation with classroom teachers.

LEVEL 4: Further Intervention

Examples of student behaviours that breach the 5 Bees include:

- violence
- bullying
- destruction of property
- repeatedly disrespectful
- verbally Abusive towards an adult and other students

ALL Students on Level 4:

- Parents will be contacted by phone.
- A printed letter will be sent to the student's parent/carers, notifying them of the student's behaviour. The letter must be signed and returned as soon as possible.
- A record on Sentral must occur.
- Students cannot attend as representatives of our school in sporting and cultural events or out of hours school-organised activities whilst on level 4 or at the discretion of the Principal
- Parents will be required to attend a meeting with the Principal and classroom teacher to discuss collaboratively future directions and plans





Those students who are not able to meet the standards of our behaviour expectations over a consistent period will have interventions (eg) structured play, IEP, social skills, etc.

Persistent and/or serious breaches can lead to suspension and expulsion as per the NSW Department of Education Procedures.

Interventions

- Parents will be contacted and an interview will be requested to discuss strategies for re-introduction to the level system (eg) structured play, Individual Learning Plans, social skills
- For repeated behaviour issues the Learning and Support Team will be consulted.
- The counsellor will be informed and input will be sought on the best strategies to support the student.

Note to parents:

Please feel welcome to discuss your child's level with the class teacher.

Please ring or email the school to book an appointment time.





THE ZONES OF REGULATION

WHAT ZONE AM I IN?



 SAD	 TIRED	 CALM	 READY TO LEARN	 SILLY OR WIGGLY	 FRUSTRATED	 MAD / ANGRY	 HITTING OR FIGHTING
 SICK	 BORED	 HAPPY	 OK	 UPSET	 HYPER	 YELLING	 RUNNING AWAY

TOOLS to get you back in the GREEN zone...

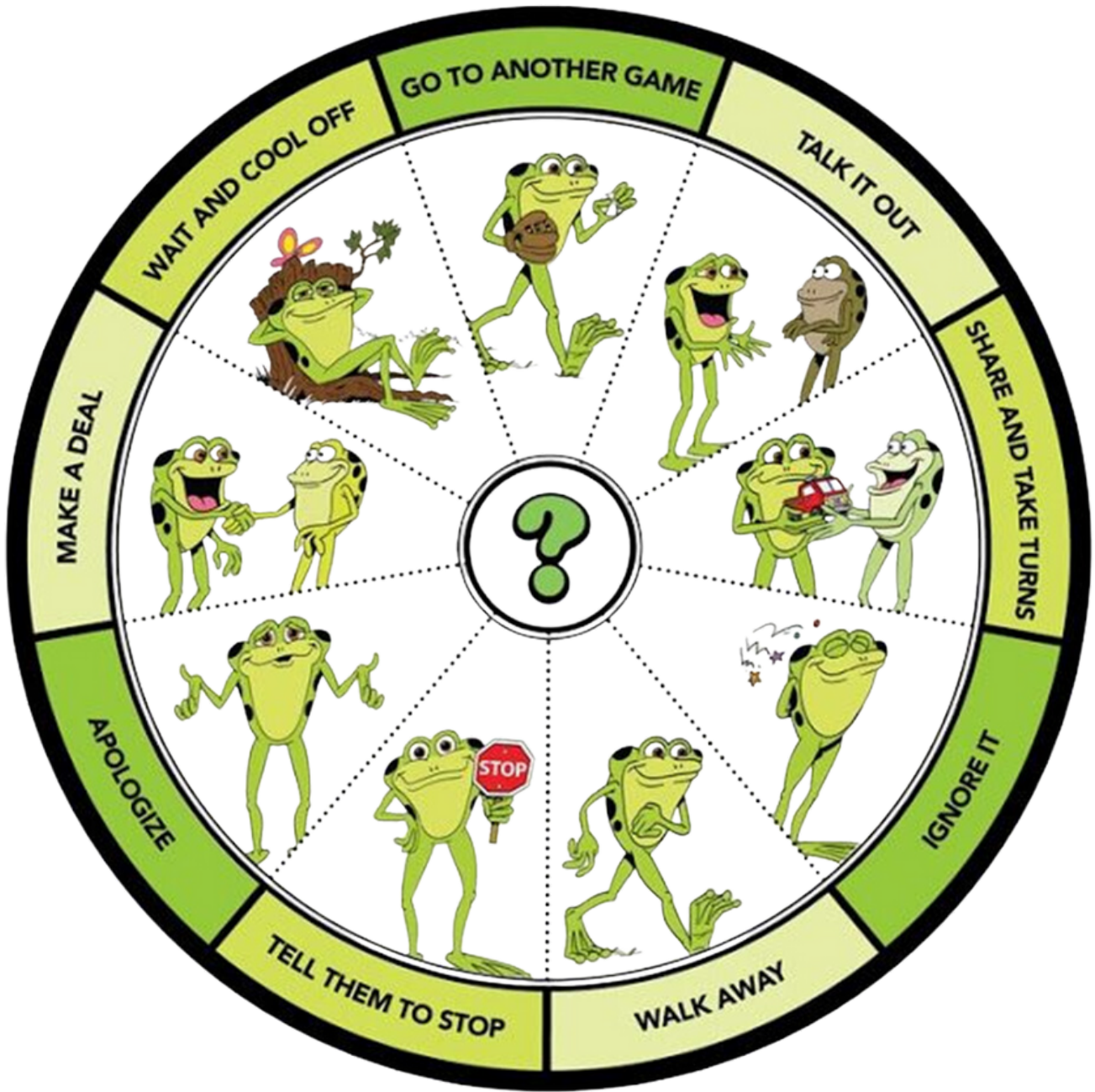
 DRINK WATER	 COUNT TO 10	 TAKE DEEP BREATHS	 TENSE AND RELEASE	 DO WALL PUSH-UPS	 USE FIDGETS	 DRAW	 WRITE	 TALK TO AN ADULT
 ASK FOR A BREAK	 SELF TALK	 ASK FOR A WALK	 VOLCANO BREATHE	 DO STRETCHES	 LISTEN TO MUSIC	 LIFT SOMETHING HEAVY	 ASK FOR A SNACK	 THINK OF CALM PLACE





Making a Quality Contribution to Society

KELSO'S RESILIENCE WHEEL



TONY HART



MULLAWAY PRIMARY SCHOOL ANTI-BULLYING PLAN 2023

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Mullaway Primary School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.





1 - School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 - Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture, where bullying is not accepted.

Dates	Communication topics
Term 1 Week 1	Whole school Live Life Well program that addresses school rules, bullying and behaviour expectations.
Ongoing	Peer Support lessons, Rock and Water sessions for targeted students, PDHPE curriculum.
Term 1-4	Bee Award assemblies and positive behaviour consistently encouraged and recognised.
Term 1-4	Community celebrations, including NAIDOC week and Harmony Day.

1.2 - Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.





1.2 - Staff communication and professional learning

(continued)

Dates	Communication topics and Professional learning
Ongoing	Collaboratively reviewed and updated student behaviour management plan, consulted with all stakeholders (students, parents and staff).
Ongoing	Mandatory training.
Term 2	Staff PL and implementation of PAX good behaviour game.
Ongoing	Annual online anti-bullying surveys(TTFM) will be conducted to monitor and respond to bullying trends within the school.

1.3 - New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

1.4 - Procedures and Implementation

Mullaway Primary School will regularly communicate with and provide information to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and how to behave as responsible bystanders and upstanders via newsletters, the school website and information sessions.

Procedures for reporting incidents of bullying at Mullaway will include informing the child's classroom teacher or the teacher on playground duty. Sentral Student Welfare reporting software will support staff in monitoring the frequency of student behaviour and individual behaviour patterns.

All persistent and serious incidents are to be reported to the Principal and where required to the Police.

All incidents of bullying are to be investigated in a neutral, fair and unbiased way. Incidents are to be investigated in a timely manner and decisions will be based on information and evidence gathered through the investigative process.





2 - Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 - Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website -

- ✓ School Anti-bullying Plan
- ✓ NSW Anti-bullying website
- ✓ Behaviour Code for Students

2.2 - Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1	Parent Information Evenings K-6.
Ongoing	Fortnightly newsletters with information about school policies and behaviour expectations.
Ongoing	Consistent, proactive communication between staff and parents/carers.
Ongoing	Weekly Bee Award assemblies promoting positive school culture and behaviours.





3 - Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development and or, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- The strategies and programs Mullaway Primary School will implement for bullying prevention include; The 5 Bees, Peer Support, Kelso's Resilience Wheel, Zones of Regulation, 'Bounce Back' strategies and Kindy Buddies.

- Anti-Bullying information will be distributed to the school community via the newsletter, Facebook and school website. Annual online anti-bullying surveys(TTFM) will be conducted to monitor and respond to bullying issues within the school.

- The Cyber Safety Resource package created by The Northern Beaches Community of Schools (NBCoS) will be embedded in regular class PD/H/PE sessions.

- Mullaway Primary School uses Sentral Student Welfare reporting software to monitor individual student behaviour patterns.

- Students are not permitted to bring their own personal digital devices.





GENERAL PLAYGROUND RULES

Students will:

- seek help from the supervisory teacher (who is wearing fluro vest) when the situations demand it
- play in designated play areas
- if no brimmed hat - play in shaded areas under the small COLA
- use equipment safely and in the correct areas
- use pathways and stairs safely
- play active games only in the designated area
- remain in lines and use good manners when at the canteen
- consume all foods and drinks before going to play
- sit while eating
- dispose of rubbish using the correct bins

Before School

- Students arriving before 8.30am are to sit on the picnic benches near canteen until the teacher on duty allows them to play
- Bags are to be placed in the designated area and students return to playground area (Top K-2 and big shed Primary)
- Report to assembly or class lines promptly
- Play safe games only
- Playing area: COLA, checkerboard, passive area, mural walkway (handball), basketball court - **No footballs**
- Stage 2 & 3 on basketball court
- Grass areas closed
- Games such as shooting the basketball, handball, short passing games **ARE ALLOWED**
- End to end running and long kicking/throwing games **ARE NOT ALLOWED**
- Hats must be worn





Lunch

- Play safely
- Remain seated until instructed by duty teacher
- Eating Area: COLA(K-2) Big shed(3-6)
- Playing area: COLA, checkerboard - **No footballs**
- Bottom oval: All grades
- Games such as shooting the basketball, handball, short passing games ARE ALLOWED on the court
- End to end running and long kicking/throwing game **NOT ALLOWED - No footballs**
- No students to be beyond the southern side of the library
- Hats must be worn

Afternoon Break

- Remain seated until instructed by duty teacher
- All areas are open to all students:
- Playing Area: COLA, checkerboard: Handball, skipping, soft balls (pink balls only). Stage 3 grass area is a passive area - **NO BALL GAMES**
- Basketball court games such as shooting the basketball, handball, short passing games **ARE ALLOWED** on the court
- No footballs in front of hall passive area
- Bottom oval games (soccer, touch, bull rush) **NO TACKLE**
- Hats must be worn

After school

- Walkers and riders leave the school promptly after dismissal
- Students who are collected wait at the FRONT GATE 2 with teacher. If not collected by time early buses leave wait at canteen seats
- All students remain seated with no play until 3.15pm
- When directed by bus duty teacher can play on fixed equipment, COLA, checkerboard (no digital devices,) Hats must be worn.





RESPONSIBILITIES OF TEACHERS

Whilst on playground duty teachers will:

- be pro-active (stopping rough play, stopping teasing, removing hazards etc)
- reinforce behaviour expectations
- debrief incidents immediately (if appropriate)
- be consistent
- be mobile
- be prompt
- be in a position to gain maximum supervisory view
- be seen by the students (wear fluoro vest)
- be familiar with emergency procedures (duty bag)
- notify Classroom Teachers of any level drops
- set a positive example by wearing a hat

Teachers will systematically and explicitly include in their teaching and learning programs:

- the rights and responsibilities from the school's Code of Conduct
- reinforcement of the behaviour expectations
- specific playground rules
- instruction as to what constitutes safe and unsafe activity
- instruction to seek the help of supervisory teacher in required situations
- information about the teachers on duty and how they can be found
- entering data on Sentral and Behaviour Reports
- the 5 Bees





RESPONSIBILITIES OF PARENTS

We ask parents to partner with us and support their child and the school by:

- demonstrating a positive attitude at home about school, teachers, and the importance of education.
- keeping open communication, following the Protocols of Communication, with their child's teacher, communicating any concerns they may have. This helps to address any difficulties and maintains a positive learning and social environment.
- monitoring homework and assignments to make sure they are completed well and on time and encouraging their child to work to the best of their potential, academically and socially.
- demonstrating respect and good manners towards others in the school community; including teaching staff, administration and other staff working in the school.
- attempting to provide, to the best of their ability, proper rest and nutrition for their child.
- making themselves aware of their child's performance at school and be open to a mutual sharing of concerns.
- being a positive role model when visiting the school.
- (parents) will contact the school and the appropriate person if they have any concerns regarding their child's behaviour/s
- following/support/implement suggested guidance, counselling and programs the structures to improve their child's behaviour.





HOMWORK POLICY GUIDELINES

Mullaway Primary School's Homework Guidelines follow the Department of Education's homework policy as stated below:

Age-specific considerations -

Primary schools

Quality homework in these stages may help students to develop effective study habits and broaden their understandings and skills across the curriculum.

Homework for Kindergarten-Year 2

In general, formal homework is not compulsory in kindergarten. However, parent involvement in students education is encouraged.

Students may be:

- given books to read at home, as appropriate.

In Years 1 and 2 some formal homework may be set. For example, students might be asked to read and write, learn words for spelling and complete some mathematical activities.

Homework for Years 3-6

Homework in Years 3-6 may be varied and students may be expected to work more independently.

Students could be encouraged to read, practise and revise mathematical concepts learnt at school. Homework may also be set across other areas of the curriculum.

