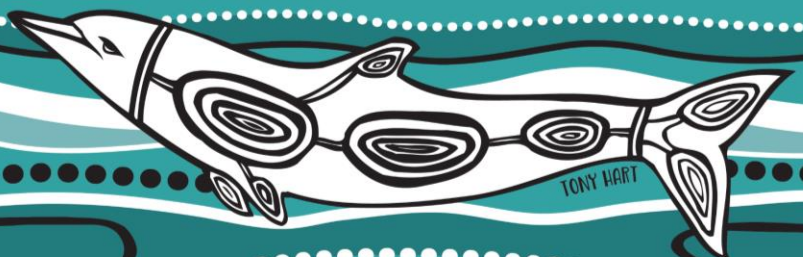


STUDENT BEHAVIOUR POLICY

Updated January 2025



BEHAVIOUR EXPECTATIONS

Our Behaviour Expectations have been developed to meet the following desired outcomes:

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

Positive Behaviour Strategies

Expected student behaviour is outlined in the 5 Bees and is recognised through positive reinforcement of our core values: Be Safe; Be Respectful; Be Fair; Be A Good Listener; Be Your Best! Positive reinforcement is recognised through:

- **Spirit of Mullaway:** Students who display our core values can be awarded a 'Stewie' which goes towards their house points in each classroom. These 'free and frequent' points are tallied up each week and the winning house from each class adds a point to their houses total points and accumulate towards an end of year shield. This process recognises the collective over the individual.
- **Bee Awards:** These awards will be presented at Stage Assemblies by class teachers for students displaying qualities outlined in the 5 Bees.
- **Bumble Bee Awards:** 5 Bee Awards will receive community recognition through a Bumble Bee Award. These will be awarded at Friday Whole School Assemblies and parents will be invited in to share in this recognition.



THE 5 BEES

Be My Best - *I have a right to learn*

It is my responsibility to:

- Do the best I can, always giving my best effort
- 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 Safe – *I have a right to feel safe and secure in our environment*

It is my responsibility to:

- Help and care for others
- Act in a non-violent and peaceful manner

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



Managing Student Behaviour

Classroom Managed

If students break our code, we engage in a process of reflection to remind students of our expected behaviours. A student will be warned in minor circumstances of inappropriate behaviour. If this minor behaviour continues it is likely to result in a reflective discussion with the class teacher at a time that it does not disrupt the learning of other students.

Executive Supported – Reflection & Restorative Practice

If students do not respond to interventions initiated by the class teacher, or for more significant breaches of the code, a student may be directed to attend the reflection room for a discussion with an executive staff member. Individual needs and developmental age of students will be considered when deciding if this is necessary. A student will spend up to, but no more than 1 play session in a day for these discussions. The incident will be documented, and parents may be contacted at the executive's discretion.

Principal Managed

For escalating and repeated behaviours, where a student has attended reflection & restorative practice 3 times in a 2-week period, executive, parent, and teacher communication will be initiated with a focus on support for the student.

For students who do not respond to this intervention, the principal will be engaged in the restorative process, and a specific Behaviour Improvement Plan will be formulated.

For extreme breaches of our school code, the principal may issue a formal caution to suspend or suspend the student immediately if deemed necessary for the safety of other students and staff.



Overview of Expectations

Meeting Behaviour Expectations

Students always demonstrate the 5 Bees.

Warning

This is used as a reminder for students to improve their behaviour.

Class Teacher Intervention

Based on the nature of the behaviour, each student will receive appropriate guidance. This may include conversations with the teacher, redirection to the 5-Bees, Zones of Regulation & Kelso's Choices, verbal apologies, cleaning up mess, completing unfinished work, etc.

Executive Support - Reflection & Restorative Practice

Students who display inconsistent management of the 5 Bees will attend reflective discussions and receive guidance from the executive teacher, in consultation with classroom teachers. Some outcomes of the reflection & restorative practice may include, but are not limited to: parent contact; written apologies; alignment with social groups; peer mediation, etc.

Principal Managed

Student behaviours that breach the 5 Bees include:

- Violence
- Bullying
- Destruction of property
- Repeatedly disrespectful
- Verbally/physically abusive towards an adult and/or other students



For ALL students who exhibit unsafe behaviour:

- Parents will be contacted by phone.
- A letter will be printed from Sentral to the child'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.
- Children may not attend as representatives of our school in sporting and cultural events or out of hours school-organised activities at the discretion of the principal.
- Parents will be required to attend a meeting with the principal and classroom teacher to discuss moving forward.

Those children who are not able to meet our behaviour expectations over a consistent period will have interventions e.g. structured play, behaviour support plans, explicit teaching of 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 restoration.
- For repeated behaviour issues the Learning and Support Team will be consulted.
- The school 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 behaviour with the class teacher.
- Please ring or email the school to book an appointment time.




Zones of Regulation

What zone am I in?



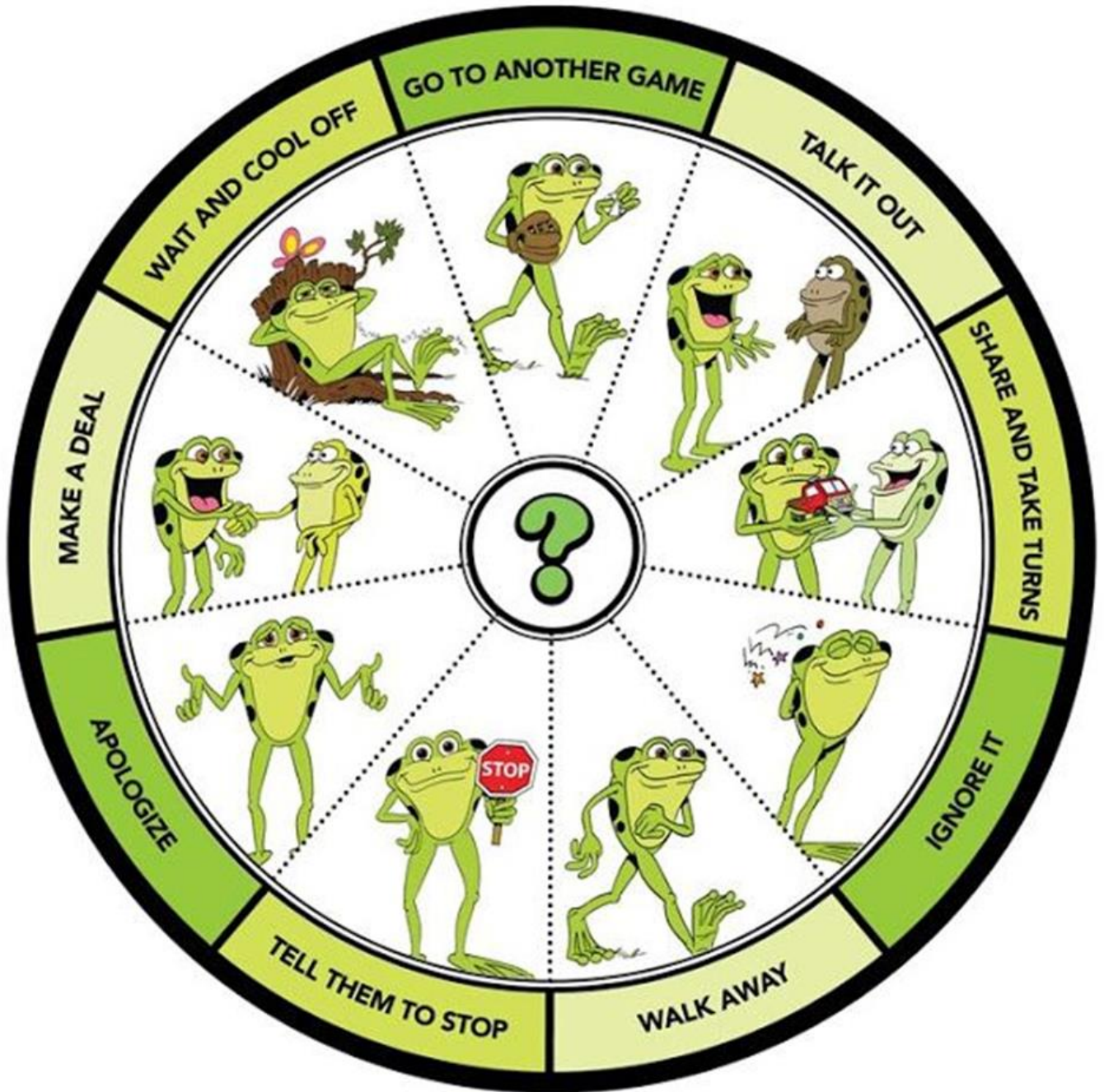
 SAD	 TIRED	 CALM	 READY TO LEARN	 SILLY OR WIGGLY	 FRUSTRATED	 MAD / ANGRY	 HITTING OR FIGHTING
 SICK	 BORED	 HAPPY	 OK	 UPSET	 HYPER	 YELLING	 RUNNING AWAY

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



Kelso's Choices



Matrix of Undesirable Behaviours

Behaviour	Minor – Teacher	Moderate – Executive Supported	Major – Principal Managed
Inappropriate Language	<ul style="list-style-type: none"> Name calling/teasing Taunting Accidental swearing (like if you stub your toe) Swearing to self – under breath Rude tone of voice 	<ul style="list-style-type: none"> Intentional swearing at a student Excessive swearing Racist comments (ARCO) Sexist comments 	<ul style="list-style-type: none"> Swearing at a teacher Executive referred racism/sexism
Theft	<ul style="list-style-type: none"> Borrowing other people's property without permission Refusing to return lent items Snatching Moving other student's property (bags/hats/bikes, etc.) Looking though other people's bags 	<ul style="list-style-type: none"> Stealing from other students Stealing school property 	<ul style="list-style-type: none"> Break & Enter
Classroom Disruption	<ul style="list-style-type: none"> Distracting students Continual calling out Moving around the room without permission Tapping pens/whistling Shouting out Continually talking with friends. Throwing things in classroom Passing notes 	<ul style="list-style-type: none"> Repeated minor offences after redirection and multiple teacher strategies employed Yelling/screaming Disruptions affect other student's ability to learn or complete work 	<ul style="list-style-type: none"> Volatile disruption causing a class evacuation
Absconding	<ul style="list-style-type: none"> Late to class/lines Too long at toilets Out of bounds Wrong place wrong time Playing in an area that is deemed unsafe or inaccessible 	<ul style="list-style-type: none"> Refusing to come into class Leaving class without permission 	<ul style="list-style-type: none"> Leaving school grounds
Disrespect	<ul style="list-style-type: none"> Back-chatting Insolent look (non-verbal, glare, "whatever") Rude gestures Arguing Cutting in line/pushing in Excluding others from games Poor-sportsmanship Disrupting other people's games 	<ul style="list-style-type: none"> Repeated acts of disrespect after teacher intervention 	<ul style="list-style-type: none"> Repeated acts of disrespect after executive intervention
Physicality	<ul style="list-style-type: none"> Bumping into others Pushing / shoving Tripping Tackling games Rough play Wrestling Accidental contact during games Playing dangerously with sticks, rocks, etc. 	<ul style="list-style-type: none"> Smacking, slapping, hitting, punching, kicking, biting – intending to harm others Continually engaging in minor physicality after redirection. Hitting/poking another student with a stick 	<ul style="list-style-type: none"> Fighting Moderate physicality with intent that cause student injury Using a stick as a weapon with intent to harm



Matrix of Undesirable Behaviours

Behaviour	Minor – Teacher	Moderate – Executive Supported	Major – Principal Managed
Non-compliance / Defiance	<ul style="list-style-type: none"> Ignoring a teacher's request/instruction Not completing schoolwork Avoiding tasks Refusing to participate in lessons 	<ul style="list-style-type: none"> Continued/repeatedly refusing to follow instructions Continual and absolute refusal to participate in lessons 	<ul style="list-style-type: none"> Verbal/physical abuse towards teacher following refusal Refusal causes class to evacuate/lockdown
Property misuse / Property Damage	<ul style="list-style-type: none"> Forgetting to hand in device to office Throwing items around in class Accidentally damaging school property Being rough with school property (musical equipment, computers, etc.) Returning other's property in poor condition Not using equipment safely 	<ul style="list-style-type: none"> Using personal device at school Intentionally damaging or breaking school property Minor vandalism – tables, rulers, books – etc. 	<ul style="list-style-type: none"> Using device at school to access inappropriate content Major vandalism – walls, doors, carpet - etc. Vandalism that is graphic, sexualised, or racist.
Toilets	<ul style="list-style-type: none"> Loitering Making too much noise (verbal) Not flushing or turning off taps Turning lights off Using too much soap 	<ul style="list-style-type: none"> Locking stall doors Shutting bathroom gates Urinating/defecating on floor Farting on another student Looking under stalls (privacy) 	<ul style="list-style-type: none"> Urinating/defecating on another student or property
Technology	<ul style="list-style-type: none"> Searching for information that is off-task/off-topic Using Apps/programs at the wrong time Changing computer settings Not logging off when asked Not returning devices to charge Touching other people's devices 	<ul style="list-style-type: none"> Searching for inappropriate images/content/websites Sharing inappropriate images/content with others Online bullying Content creation without permission 	<ul style="list-style-type: none"> Sharing inappropriate content/images/websites with others that is highly traumatic/offensive Posting content without permission that is harmful to others
Harassment / Intimidation / Bullying	<ul style="list-style-type: none"> Annoying others Speaking nastily to others Teasing Yelling at others 	<ul style="list-style-type: none"> Intimidating or threatening students Persistent/targeted abusive behaviour (Bullying) Stalking 	<ul style="list-style-type: none"> Intimidating or threatening staff Physical violence (Fighting) Bringing/using a weapon to/at school Sexual
Sexualised Behaviours	<ul style="list-style-type: none"> Hugging, holding hands, Boyfriend/girlfriend talk Accidental touching Self-soothing 	<ul style="list-style-type: none"> Suggestively touching own personal areas Sexual innuendo towards others Dacking Sack-whacking Slapping/kicking on backside 	<ul style="list-style-type: none"> Inappropriately touching other's personal areas Using sexual comments to intimidate/harass others Child protection concern (MRG)
Handball	<ul style="list-style-type: none"> Not taking it when out Not playing by the rules Chanting/taunting Cutting in line Changing the rules Excluding others 	<ul style="list-style-type: none"> Repeated minor offences after teacher redirection Intimidating or threatening other students 	<ul style="list-style-type: none"> Fighting



Matrix of Undesirable Behaviours

Behaviour	Minor – Teacher	Moderate – Executive Supported	Major – Principal Managed
Uniform	<ul style="list-style-type: none"> • Wrong colour socks/shoes/shorts/skorts • No hat – play in the shade • Swap jumper • Dirty/soiled clothes – send to office • Too much jewellery/make-up/false nails 	<ul style="list-style-type: none"> • Repeatedly ignoring dress code • Ignoring teacher redirection • Inappropriate clothing (e.g. Skorts length – especially representatives) 	<ul style="list-style-type: none"> • Parental care issue (MRG)
Eating times	<ul style="list-style-type: none"> • Moving around eating space without permission • Throwing food • Sharing food • Littering • Excessive noise • Playing with toys/balls 	<ul style="list-style-type: none"> • Stealing other people's food • Leaving area without permission 	
Assemblies / Special Events	<ul style="list-style-type: none"> • Talking • Moving seats • Excessive clapping • Bumping others 	<ul style="list-style-type: none"> • Repeated minor behaviours after teacher intervention 	
Playground	<ul style="list-style-type: none"> • Running on/around playground equipment • Pushing/shoving • Tips/tag games • Yelling/arguing 	<ul style="list-style-type: none"> • Repeated minor behaviours after teacher intervention 	



ANTI-BULLYING PLAN

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.



ANTI-BULLYING PLAN

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.



ANTI-BULLYING PLAN

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.

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 behave as responsible bystanders via newsletters, the school website and information sessions.

Procedures for reporting incidents of bullying at your school 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 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.



ANTI-BULLYING PLAN

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.



ANTI-BULLYING PLAN

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 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, 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 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 trends within the school. The Cyber Safety Resource package created by 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 fluoro 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
- Use healthy eating habits in the playground
- 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*)
- Hats must be worn and play safe games only
- K-2 play area: COLA, checkerboard, passive area, mural walkway (*handball*)
- Stage 2 & 3 play area: basketball court - **No footballs**
- **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**
- Report to assembly or class lines promptly



GENERAL PLAYGROUND RULES

Lunch

- Play safe games only
- Remain seated until instructed by duty teacher
- Eating Areas: COLA (K-2) BIG SHED (3-6)
- Top Playground: Small COLA, checkerboard, play equipment - **No footballs**
- Side Playground: Basketball court/ Grass area - Stage 2 & 3 students - Games such as shooting the basketball, handball, short passing games on the court only - End to end running and long kicking/throwing game **NOT ALLOWED - No footballs**
- Bottom oval: All grades – team sports, tag games - No students to be beyond the southern side of the library
- Hats must be worn
- Passive Areas: Sensory garden, Library, Lunch clubs

Afternoon Break

- Remain seated until instructed by duty teacher
- All areas are open to all students:
- Top Playground: Small COLA, checkerboard, play equipment: Handball, skipping, soft balls (pink balls only)
- Stage 3 grass area 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**
- Library, hall (*in wet weather-supervised by a teacher*)
- Hats must be worn



GENERAL PLAYGROUND RULES

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 the bus duty teacher, students 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 positioned to gain maximum supervisory view
- Be seen by the students (*wear fluoro vest*)
- Be familiar with emergency procedures
- Notify classroom teachers of any student behaviour concerns

Whilst in the classroom, teachers will:

- Continually uphold and respect the Rights and Responsibilities from the Code of Conduct
- Reinforce the school's behaviour expectations
- Explicitly teach the specific playground rules
- Explicitly teach what constitutes safe and unsafe activity
- Remind students of which teachers are on duty and how they can be found
- Enter student behaviour data on Sentral and in Behaviour Reports
- Help to facilitate peer support
- Actively support Resilience, Values & Bullying surveys
- Explicitly teach, and continually reference the Five 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, as these are extremely important if they are to function well at school.
- 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.



HOMEWORK 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 and practise mathematical concepts learnt at school. Additional homework may also be set across other areas of the curriculum.

