



# Mount Terry Public School



## Wellbeing and Behaviour Procedures

Reviewed March 2024



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## School Vision

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. Our purpose is to provide opportunities that support the development of confident and creative individuals and active and informed citizens, who become lifelong learners.

## School Context

Mount Terry Public School was established in 1995 and is located in the relatively new south-western residential area of Albion Park. The land on which the school is built was a former dairy farm and the southern boundary of the school leads to the rural land between Albion Park and Jamberoo.

At the heart of the school site stands a magnificent heritage listed figtree. This tree is a visual link to the school ethos, 'Growing Strong, Reaching Far', with the roots of the tree spreading deep and far, above and below the ground, reflecting the impact of the school on young lives, as the education offered at Mount Terry builds a strong foundation for our students far into the future.

Following a comprehensive school self-evaluation process and situational analysis conducted in 2023, the school identified student wellbeing as one of the three main areas of focus in the new 2024 -2027 Strategic Improvement Plan.

Our dedicated teaching staff are committed to teamwork, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student. There is a dynamic mix of early career and experienced educators, all of whom show genuine care for the whole school community and provide a myriad of targeted programs and extra-curricular opportunities to support the development of students. These include programs in the areas of environmental education, sport, the arts, high performance and gifted education and technology. By providing a holistic approach to learning, students establish a sense of self and a place in the global community. The development of school-wide wellbeing processes and practices will contribute to positive wellbeing and enable students to be healthy, happy, engaged and successful.

The staff and parents of Mount Terry Public School enjoy a positive relationship, working side by side to actively promote our shared vision. The school community contributes to a rigorous process of self-evaluation, with a focus committed to school improvement. This policy review has been endorsed by the P&C at the meeting held on the 18<sup>th</sup> March 2024.

## Statement of Purpose

The Mount Terry Public School Wellbeing and Behaviour Procedures and Policy document reflects the school community's shared expectations in relation to student wellbeing, engagement, attendance and behaviour. This policy sets out clear processes to be followed to support students' behavioural, educational and emotional engagement.

Our responses to children's behaviour are drawn from evidence-based practices and we understand the importance of remaining current in our knowledge and skills in this area. We understand that when teachers focus on building connections with students and create high quality physical environments that it helps to prevent student behaviour from escalating in the first instance. When we observe inappropriate or challenging behaviour in students, we will view this as an opportunity to reflect on ourselves, our teaching strategies, our relationships and the environments that we are offering. We recognise behaviour is a form of communication and we will work closely with individual students to understand the underlying need that is causing the behaviour and use this information to create strategies that support student learning and development.

The Policy provides an overview of how Mount Terry Public School will provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider school community. The objectives and outcomes that follow therefore relate to:

- effective learning and teaching
- positive climate and good discipline
- community participation

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, the school will maintain high standards of student behaviour. These procedures have been informed by the following New South Wales Department of Education policy and procedure documents:

- ☑ [Student Discipline in Government Schools Policy PD/2006/0316/V03](#)
- ☑ [Code of Conduct Policy PD/2004/0020/V06](#)
- ☑ [Excursions Policy PD/2004/0010/V07](#)
- ☑ [Direction and guidance on supporting and managing safe, responsible and respectful student behaviour in NSW public schools](#)
- ☑ [NSW Department of Education Behaviour Code for Students](#)
- ☑ [Inclusive Education for Students with Disability](#)
- ☑ [Work Health and Safety](#)

The School's Wellbeing and Behaviour Procedures Policy aims to:

- Ensure students understand the high expectations of their behaviour and conduct in the classroom, playground and while on school organised excursions.
- Outline the roles, rights and responsibilities of students, staff, executive and parents/carers when working collaboratively to achieve positive student outcomes.
- Communicate school structures for recognising and rewarding appropriate school behaviours and strategies for managing and resolving undesirable behaviours.
- Recognise the importance of meeting the personal, social and learning needs of students by creating a safe, caring school environment in which students are nurtured as they learn.
- Highlight the value of collaborative early intervention when problems are identified and recognise the role that the school plays as a resource to link families with services.
- Provide opportunities for students to enjoy success and recognition, make a positive contribution to the school environment and experience learning environments that are safe and conducive to learning.

# Responsibilities

At Mount Terry Public School, we believe that every student has the right to learn in a safe, positive environment. In consultation with students, staff and parents, the following summarises the rights and responsibilities of all community members in ensuring our school is a high quality, safe and nurturing environment where our students can connect, succeed, and thrive.



## The Mount Terry Way

At Mount Terry, we work together to ensure that every student is known, valued and cared for. Each part of the school community plays a pivotal role in creating lifelong learners.

### Principal/Deputy Principal

Lead a culture of inclusion that recognises the richness and diversity of the wider school community.

Lead quality teaching and learning for staff and students with a positive culture and high expectations and support.

Develop strong relational trust that enables professional growth and a wellbeing culture for all members of the school community.

Make ethical executive, operational and local decisions to meet the needs of the community.

### Assistant Principals

Foster connection between student wellbeing, learning and achievement to enable improvement.

Actively lead and engage in high quality, targeted professional learning to improve student outcomes for all stakeholders.

Engage in collaborative inquiry to improve professional knowledge and practice, engaging, inspiring and motivating others.

Work collaboratively with teachers, to focus on enhancing the quality of instruction across the curriculum.



### Teachers / Non-Teaching Staff

Utilise effective content knowledge and pedagogical practices to meet the diverse needs of all students.

Provide a safe, nurturing learning environment in accordance with departmental policy.

Work in partnership with families to improve the educational outcomes of all students.

Commitment to enhance whole school extracurricular and wellbeing programs to actively engage students within the school community.

### Families & Students

Encourage student engagement with academic, extracurricular, and wellbeing practices to foster student success at school.

Build partnerships to connect learning at home and school through honest and open communication.

Enable their children to be successful by ensuring that they are best prepared for learning.

Support the school in their endeavours towards instilling the three school values of respect, responsibility and resilience.

## Core Values of Positive Behaviour

Our school community has identified the following school values to teach and promote as a model of positive behaviours at school and during school activities. There is recognition by our school community that these values are not mutually exclusive, for example, as an individual grows in responsibility, their respect for themselves and others may also increase.

### **Respect**

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships with others
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care of property

### **Responsibility**

- Model and follow codes of conduct
- Negotiate and resolve conflicts with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Be prepared for lessons
- Actively participate in learning
- Use equipment and technology safely
- Be cybersafe

### **Resilience**

- Have a go
- Be a problem solver
- Accept decisions
- Try new skills
- Celebrate the efforts of others
- Congratulate success

# Code of conduct – Behaviour Continuum

## School-wide expectations and rules

	Expectation – Be Respectful Being kind to others and having good manners	Expectation – Be Responsible Making good choices to do the right thing	Expectation – Be Resilient The ability to bounce back after a challenge
<b>All Settings</b>	<ul style="list-style-type: none"> <li>- Use your best manners</li> <li>- Include others</li> <li>- Allow other students to learn</li> <li>- Respect others' belongings</li> <li>- Be honest</li> <li>- Sensible voice</li> <li>- Speak nicely to others</li> </ul>	<ul style="list-style-type: none"> <li>- Report problems</li> <li>- Wear school uniform</li> <li>- Follow all directions</li> <li>- Place rubbish in the bins</li> <li>- Stay in bounds</li> </ul>	<ul style="list-style-type: none"> <li>- Do your best</li> <li>- Have a go</li> <li>- Wait your turn</li> <li>- Accept change</li> <li>- Accept advice</li> <li>- Be a problem solver</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>- Keep your hands and feet to yourself</li> <li>- Keep the playground clean</li> <li>- Include others in games</li> <li>- Share the spaces</li> <li>- Play fun, fair and safe games</li> </ul>	<ul style="list-style-type: none"> <li>- Play in the appropriate area</li> <li>- Move safely</li> <li>- Play by the rules</li> <li>- Use and return equipment appropriately</li> <li>- Stop the game when the bell goes</li> <li>- Eat in the correct area</li> <li>- Sit down when eating</li> </ul>	<ul style="list-style-type: none"> <li>- Accept decisions</li> <li>- Wait your turn</li> <li>- Share the area</li> <li>- Be a problem solver</li> <li>- Try new skills</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>- Keep the toilets clean</li> <li>- Allow privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Use toilets appropriately</li> <li>- Report problems to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Use toilets at the appropriate time</li> </ul>
<b>Canteen</b>	<ul style="list-style-type: none"> <li>- Wait in correct line</li> <li>- Be patient</li> <li>- Keep voices quiet</li> <li>- Use your manners</li> </ul>	<ul style="list-style-type: none"> <li>- Buy for yourself</li> <li>- Have money ready</li> </ul>	<ul style="list-style-type: none"> <li>- Wait your turn</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>- Whole body listening</li> <li>- Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Be ready</li> <li>- Enter and leave carefully and quietly</li> <li>- Participate sensibly</li> <li>- Sit in the right area</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrate the efforts of others</li> <li>- Congratulate success</li> <li>- Be proud</li> <li>- Give and accept praise</li> </ul>
<b>Lining Up Areas</b>	<ul style="list-style-type: none"> <li>- Use quiet voices</li> <li>- Listen to instructions</li> <li>- Talk appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Sit down whilst waiting for your teacher</li> <li>- Be prepared for class</li> </ul>	<ul style="list-style-type: none"> <li>- Wait for the teacher</li> <li>- Be a problem solver</li> </ul>
<b>School gates/buses</b>	<ul style="list-style-type: none"> <li>- Follow the rules</li> <li>- Keep gate area clear</li> </ul>	<ul style="list-style-type: none"> <li>- Walk your bike/scooter inside the school and designated areas outside the gates</li> <li>- Move safely</li> <li>- Wait in the right area</li> </ul>	<ul style="list-style-type: none"> <li>- Wait for the teacher</li> </ul>

## Recognising and Rewarding Positive Behaviour

At Mount Terry Public School, we recognise that the best approach for managing behaviour is a proactive and preventative approach. Through the promotion of positive student behaviour we ensure our students engaging positively in their role of a student are recognised and rewarded. This system acts as a parallel prevention program, reducing the number of students requiring additional support or intervention. We have several well-established whole-school systems and practices to promote positive student behaviour. These always apply to all students and are strongly grounded in our school's values and expectations.

The purpose of our whole school positive recognition system is to develop student pride in learning success by acknowledging and celebrating students for their commitment, involvement, effort and achievement in school life. An overview of our Merit System has been included below:

### Merit System

<b>Recognition tickets</b>	Recognition tickets work on building a positive culture and intrinsic motivation. Each learning space will utilise recognition tickets. All school staff will decide on a target school value for a session/week/fortnight. Students observed demonstrating the positive behaviour will have their name recorded on a raffle ticket. At the conclusion of each week, the tickets are collected and placed in the whole school 'Pluck a Chook' jar. Drawn at the whole school assembly, student winners receive an ice block or 'chook' from the local butcher.
<b>ACE Award</b>	ACE certificates are awarded at assemblies each fortnight. Certificates are awarded at each Monday morning's parent assembly and can be awarded for: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Attitude</b> – cultivating a positive mindset and behaviour</li> <li><input checked="" type="checkbox"/> <b>Conduct</b> - excellent classroom behaviour</li> <li><input checked="" type="checkbox"/> <b>Effort</b> - excellent classroom application and determination to achieve</li> </ul>
<b>Bronze Award Certificate</b>	Bronze Award Certificates are awarded after a student earns <b>20 figgy</b> stickers on their class Positive Behaviour chart. Figgy's can be given by a/the student's class teacher for: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Displaying the school values</li> <li><input checked="" type="checkbox"/> Home reading</li> <li><input checked="" type="checkbox"/> Sportsmanship</li> <li><input checked="" type="checkbox"/> Positive behaviour</li> <li><input checked="" type="checkbox"/> Application and attitude towards learning</li> <li><input checked="" type="checkbox"/> Consistently correct uniform.</li> </ul> <p>The Bronze award is presented at the next Stage Assembly.</p>
<b>Silver Award Certificate</b>	When a student has collected <b>40 figgy stickers</b> , they will be presented with a Silver Award at the next Stage Assembly.
<b>Gold Award Certificate</b>	When a student has collected <b>80 figgy stickers</b> , they will be presented with a Gold Award at the next Whole School Assembly. An invitation will be sent home to parents and carers inviting them to attend. Students attend the Principal's morning tea, held in either week 5 and 10 of the term.
<b>Platinum Award Certificate</b>	When a student has collected <b>120 figgy stickers</b> , they will be presented with a Platinum Award at the next Whole School Assembly. An invitation will be sent home to parents and carers inviting them to the assembly and the student will also be invited to attend a special activity with the school executive team.



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

Planned responses to behaviour that does not meet school's expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive intervention. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

**Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded on School Bytes. These include (but not limited to):

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss or complete work</li> <li>• conference</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Mount Terry Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour Education is used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery, they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

Students who have disabilities may require adjustments to the behaviour policy to ensure that they have the ability to participate in educational programs on the same basis as a student who does not have a disability. Adjustments are ways that teachers and schools make changes to teaching and learning and monitoring behaviour policies.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control

<b>Prevention</b> <b>Responses to recognise and reinforce positive, inclusive and safe behaviour</b>	<b>Early Intervention</b> <b>Responses to minor inappropriate behaviour are teacher managed.</b>	<b>Targeted/Individualised</b> <b>Responses to behaviours of concern are executive managed</b>
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p> <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> <p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>- free and frequent</li> <li>- moderate and intermittent</li> <li>- significant and infrequent</li> <li>- Intermittent</li> <li>- infrequent</li> </ul> <p>4. Social emotional learning lessons are taught (Berry Street, Positive Behaviour) weekly.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p> <p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise, notify student's stage supervisor or executive ASAP and before the end of the school day.</p> <p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p> <p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.</p> <p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>	<b>Teacher/parent contact</b>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>Individual planning and referral to the Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

## Managing and Resolving Negative Behaviours

At Mount Terry Public School, we recognise that our students are learning and developing in all areas, including appropriate and acceptable behaviour. There is an understanding that they may make mistakes in relation to their conduct and that our response must be measured and appropriate with a focus on teaching our students how to engage appropriately in community life. Our response to these mistakes is to adopt a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful.

When students exhibit inappropriate behaviour, there are logical consequences designed to teach them why that behaviour is not acceptable in our school and plan how to approach future incidents. School responses to inappropriate behaviour is as consistent as possible and proportionate to the nature of the behaviour. Behaviour management strategies are underpinned by the key elements of developing honesty and sincerity, positive regard for individuals, empathy, individual responsibility, shared accountability and an optimistic view of personal growth and change.

Disciplinary matters will be dealt with by individual teachers who will discuss the problem with the student(s) involved and who will take steps to resolve it. If the teacher is unable to resolve the matter, it will be referred to the Stage Assistant Principal. Students who persistently don't meet expectations of behaviour will meet with the Assistant Principal and any of the consequences outlined below may be used. [See Appendix 1: Behaviour Response Pathway](#)

In addition, the Positive Behaviour for Education Team fosters a safe, supportive, and nurturing environment for all students. Comprised of both stage and executive staff members, the team regularly meets to collaboratively address behavioural trends and data. Understanding that each child is unique and may face different challenges, the team gathers information, analyses repeated patterns of behaviour, and examines the various factors which influence behaviour. The approach is proactive, focusing on prevention through promoting positive behaviours rather than solely reacting to negative ones. The team works closely with staff to support practices within the school, ensuring consistency and alignment in the approach to behaviour management. By collaborating with students, families, and other stakeholders, the school strives to create a school culture where every child feels valued, respected, and empowered to 'grow strong and reach far'.

## Behaviour Response Pathway

### Minor Negative Behaviour Incident:

- Immediate action by the class teacher or playground duty teacher as appropriate (suite of options to choose from will be made available). Teacher discretion can be used to choose a suitable, comparable alternative to those suggested in the suite of options.
- Incident to be logged on School Bytes by the class teacher or playground duty teacher.
- No further action required.

### More Serious Negative Behaviour Incident (or pattern of minor behaviour incidents):

- Incident to be logged on School Bytes by the class teacher or playground duty teacher and referred to the Stage AP for further action.
- AP to talk to the teacher and the student to assess the incident and decide if Reflective Thinking Area (RTA) is required (decision to be logged in School Bytes by the AP).
- If no RTA is required - discuss behaviour with the student and apply a minor consequence where appropriate (to be decided by AP and logged in School Bytes by the AP).
- If RTA is appropriate - refer to RTA and apply a minor consequence where appropriate (minor consequence and number of RTA days to be decided by AP and logged in School Bytes by the AP). If there is a Break 1 before the next RTA, the student is off the playground with the relevant AP for the entire Break 1. Student completes RTA. Any RTA missed is referred to the AP by the RTA supervisor for further action/consequence. Parents notified of RTA through School Bytes notification by RTA supervisor.
- AP to update the class teacher about the outcome through a School Bytes notification (this will often happen verbally as well where possible).

### Second Serious Negative Behaviour Incident (or pattern of minor behaviour incidents) where RTA is deemed appropriate by the Stage AP:

- Incident to be logged on School Bytes by the class teacher or playground duty teacher and referred to the Stage AP for further action.
- Stage AP to discuss the behaviour with the student (logged in School Bytes by the AP).
- AP refers the student to RTA and applies a more serious consequence from a suite of options (consequence and number of RTA days to be decided by the AP and logged in School Bytes by the AP). If there is a Break 1 before the next RTA, the student is off the playground with the relevant AP for the entire Break 1. Student completes RTA. Any RTA missed is referred to the Stage AP by the RTA supervisor for further action/consequence. Student is warned about potential loss of non-essential extra-curricular activities and School Leader/SRC/House Captain role. Parents notified of RTA through School Bytes notification by the RTA supervisor.
- AP to update the class teacher about the outcome through a School Bytes notification (this will often happen verbally as well where possible).
- AP to contact parents to discuss the ongoing behaviour concern.

### **Third Serious Negative Behaviour Incident (or pattern of minor behaviour incidents) where RTA is deemed appropriate by the Stage AP:**

- Incident to be logged on School Bytes by the class teacher or playground duty teacher and referred to the Stage AP for further action.
- Stage AP to discuss the behaviour with the student (logged in School Bytes by the AP).
- AP refers the student to RTA and informs the student they will be placed on restricted play and a behaviour monitoring card for a period of 1 week. They will also be given a consequence from the suite of options but the severity is increased as appropriate (number of RTA days and consequence to be decided by the AP and logged in School Bytes by the AP). If there is a Break 1 before the next RTA, the student is off the playground with the relevant AP for the entire Break 1. Student completes RTA. Any RTA missed is referred to the Stage AP by the RTA supervisor for further action/consequence.
- No non-essential extra-curricular activities while on the restricted play / behaviour monitoring card. Student loses School Leader/SRC/House Captain role for the remainder of the year. Parents notified by phone call from the DP or Principal. Parents notified of RTA through School Bytes notification by the RTA supervisor.
- AP to update the class teacher about the outcome through a School Bytes notification (this will often happen verbally as well where possible). DP or Principal to provide any other relevant information to the class teacher following their intervention/involvement.

### **Restricted Play / Behaviour Monitoring Card:**

- Stage AP to inform the student and DP about this decision.
- Card to be issued by the DP before the next break.
- The card must be signed by the classroom teacher each session and the playground duty teacher each break (not required before school).
- The card is issued initially by the DP and handed back to the DP at the end of each day. DP to reissue the following morning. This provides the DP with an opportunity to check-in daily.

### **Caution to Suspend / Suspension:**

- May be applied at any point depending on the severity of the behaviour, the student's history and overall assessment by the Principal.
- Return from suspension will include restricted play and behaviour monitoring card for 1 week.

### **Election for Student Leadership Roles (School Leader, SRC, House Captain or Vice-Captain):**

- Students are ineligible if they were on a restricted play / behaviour monitoring card in the preceding year.

## **Behaviour Response Pathway and School Bytes Tracking**

Each day the Assistant Principals will monitor School Bytes for incidents requiring executive intervention and will respond to all serious incidents.

Non-serious, or non-repetitious incidents should be managed by the classroom teacher (during class time) or the duty teacher (during breaks), so students are aware that negative behaviours have an immediate, firm but fair consequence. Executive teachers will monitor the frequency of incidents per student and support teachers where necessary. Refer to Behaviour Response Pathway, flowchart.

## **Negative Behaviours and School Representation**

Students at Mount Terry Public School have the opportunity to represent our school in a variety of sporting and extracurricular activities and opportunities. This includes representing our school, district or region in PSSA carnivals, knockout competitions and teams as well as extracurricular teams such Game Changer, debating or public speaking. We have a surplus of students willing and able to attend these events. Representing the school at such activities is a privilege, not a right.

Negative behaviours can impact a student's ability to reliably represent our school. Students will not be asked to represent the school while on a behaviour monitoring card.

## Reflective Thinking Area

The Reflective Thinking Area (RTA) process forms part of our Student Welfare and Wellbeing procedures. We use this process to encourage students to take responsibility for their actions and to help students understand how their actions impact others.

Students may attend RTA following a referral by the Stage Assistant Principal.

### General Procedures

1. After an incident occurs that meets the criteria for RTA, the teacher takes immediate action (such as separating conflicting students) and afterwards will document any information relevant to the incident. This information is then recorded in School Bytes, with any relevant documents attached.
2. As soon as possible, the students will be informed by the Assistant Principal to attend RTA, which occurs during Break 2 in the library. During RTA they will be asked to identify why they are there and discuss the incident, with an emphasis on restorative practice.
3. A School Bytes notification letter will be sent to the student's parent or carer. Depending on the severity of the behaviour, some students will be expected to attend RTA to follow up and to discuss their progress until they complete their reflective practices.
4. If an incident is complex or involves a large group of students, it may take several days to gather all information about the incident. After gathering the information, the Assistant Principal, works with all parties to come to an agreement about what happened.

### During Reflective Thinking:

1. The RTA duty teacher discusses the incident with all students involved. All students are provided with the opportunity to share their points of view one at a time. At the conclusion of the discussion, the RTA duty teacher repeats the order of events and seeks confirmation from all students involved. (This step may also be addressed prior to reflective thinking with the Assistant Principal and may not be necessary).
2. Students complete a reflective thinking activity and engage in reflective practices.
3. The RTA duty teacher sends a School Bytes notification to the student's parent or carer that outlines what RTA is and why their child was required to attend. The notification outlines the behaviour that has caused concern.

If the student has been referred to RTA more than once, the steps above are repeated and the student may spend consecutive days at RTA, spend time with the AP/DP or Principal and in some instances be given a behaviour monitoring card. [See Appendix 2: Behaviour Monitoring Card](#)

## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on School Bytes system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school Learning and Support Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service. [See Appendix 3: Bullying Response Flowchart.](#)

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour Policy](#) and [Suspension and Expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).



## Reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

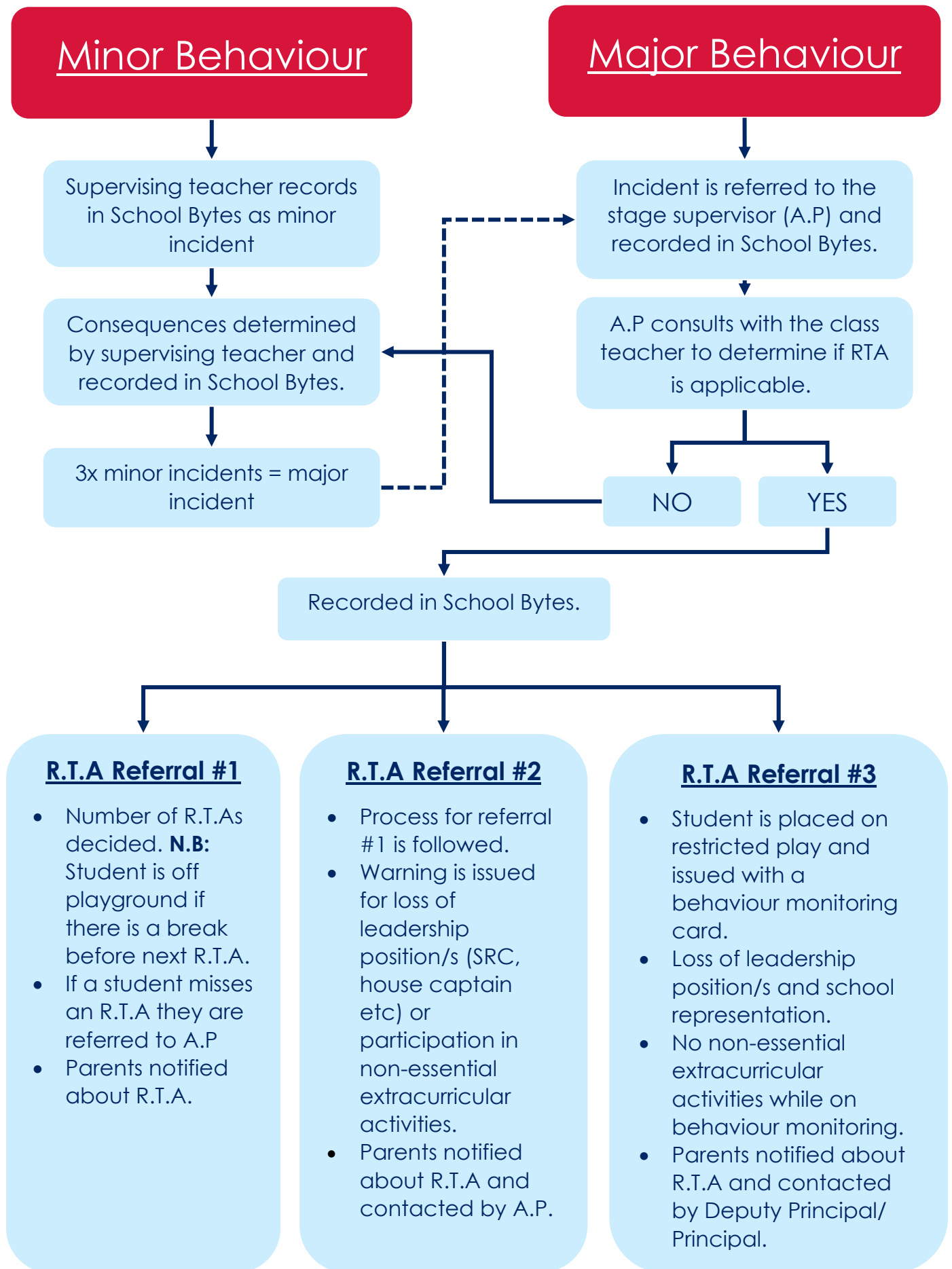
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Thinking Area</b> – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next RTA duty, Break 2.	Assistant Principal	Documented in School Bytes
<b>Alternate play plan</b> – withdrawal from free choice play and re-allocation to a designated space for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal	Documented in School Bytes
<b>Restorative practice</b> – <a href="#">peer mediation</a> or <a href="#">circles</a> in groups	Scheduled for either lunch or recess break	Assistant Principal	Documented in School Bytes

## Review dates

Last review date: [18<sup>th</sup> March, Week 8 Term 1, 2024]

Next review date: [3<sup>rd</sup> February, Week 2, Term 1, 2025]

## Appendix 1: Behaviour Response Pathway



Appendix 2: Behaviour Monitoring Card



# Mount Terry Public School

## Behaviour Monitoring Card

Name:

Class:

Designated  
Playground Area:

Term:            Week:

Please sign after each session and record any incidents on the back of the card.

	Monday	Tuesday	Wednesday	Thursday	Friday
Date:					
Before School					
Morning Session					
Break 1					
Middle Session					
Break 2					
Afternoon Session					

Date	Notes/ Incidents

## Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Mount Terry Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk and the complexity of the matter to student/s.



## Appendix 4: Definitions

**Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.

**Appropriate behaviour** is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to a positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.

**Inappropriate behaviour** or unacceptable behaviour (including bullying, harassment and victimisation) may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as gestures, written, telephone or e-mail communications or through social media.

**Bullying** is a broad concept which may generally be characterised as persistent and/or ongoing offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual. Please refer to Anti-Bullying Policy for further details.

**Challenging behaviour** is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.

**At risk behaviour** is any behaviour that has the potential to cause harm or injury to self or others. This includes physical, emotional or psychological harm.

**Criminal offences** refers to forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If Mount Terry Public School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.