

MILLFIELD PUBLIC SCHOOL



School Behaviour Support and Management Plan

Respectful

Safe

Engaged



Updated for 2025

TABLE OF CONTENTS

Overview	3
Partnership with parents and carers	3
Positive Behaviour for Learning Policy (PBL)	4
Behaviour Code for Students	4
Whole school approach across the care continuum	5
Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying	6
Responses to serious behaviours of concern	8
Reporting and recording behaviours of concern	8
Detention, reflection and restorative practices	9
Review dates	10
Appendix 1: Behaviour management flowcharts and consistency procedures	11
Appendix 2: School Setting PBL Matrix Documents	16
Appendix 3: Behaviour Log	18
Appendix 4: Bullying Response Flowchart	20
Appendix 5: Strategies and Practices to Recognise and Reinforce Student Achievement – Reward Systems	21

School Behaviour Support and Management Plan

Millfield Public School



Year:	2025	Network:	Cessnock	Principal:	Nathan Lincoln (Relieving)
--------------	------	-----------------	----------	-------------------	-------------------------------

Overview

Millfield Public School strives to provide an inclusive and supportive environment for students, families, staff and community. The school implements school-wide Positive behaviour for Learning (PBL) practices which focuses on the core values of *Respectful, Safe and Engaged*. As part of this approach to wellbeing, the school's PBL team is made up on classrooms teachers, school leaders and the Principal. The school uses PBL to reinforce positive expectations using a school-wide matrix, fast and frequent rewards (called Honey Money for the playground and class dojos for in class), all-inclusive tiered rewards days, assemblies of recognition and management flowcharts for all staff. PBL is evaluated annually by the Principal and team using the self-assessment survey (SAS, which is completed by staff). This drives an annual update of the school's PBL plan.

In 2025, like 2024 every class will use Life Skills Go, an online program that integrates into School Bytes. It enables teachers to track every student's readiness for learning and emotional state through an online check-in system. Teachers have access to a real-time dashboard which will help drive their check-in circles, 1:1 check-in conversations and lessons. Teachers will also use this data to facilitate conversations with parents/carers and provide potential pathways into developing Mental Health Calming Plans for students.

The school also recognises the need to support targeted individuals with their wellbeing. A number of initiatives are implemented each year through the Learning & Support team, Counselling team and external providers. These include (but are not limited to) Coach 2 Cope (resilience through music), Sista Speak (Aboriginal culture for girls), and social skills programs (playground relationships).

Partnership with parents and carers

Millfield Public School is committed towards working with students and their families to support positive behaviour and social / emotional development. We will partner with parents/carers when developing and implementing student behaviour management strategies by:

- consulting with the school community regarding behavioural expectations, procedures and practices.
- providing clear expectations of student behaviour upon enrolment and at regular intervals throughout the year.
- inviting parent / carer and student feedback through formal and informal means, such as Tell Them From Me surveys (This is now replaced by the NSW Public Schools Survey), school surveys, P&C consultation and AECG input.
- working with the families of students demonstrating additional behavioural needs to determine effective Behaviour Support and Management Plans, Behaviour Response Plans and Risk Assessment Plans where appropriate.

Millfield Public School will communicate these expectations to parents/carers upon enrolment and through the school newsletter. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Positive Behaviour for Learning Policy (PBL)

Millfield Public School endeavours to provide a positive learning environment for students, caregivers and teachers. There is a focus on encouraging positive behaviours through explicit teaching and reward structures.

Statement of Purpose

To develop a culture at the school with the following outcomes:

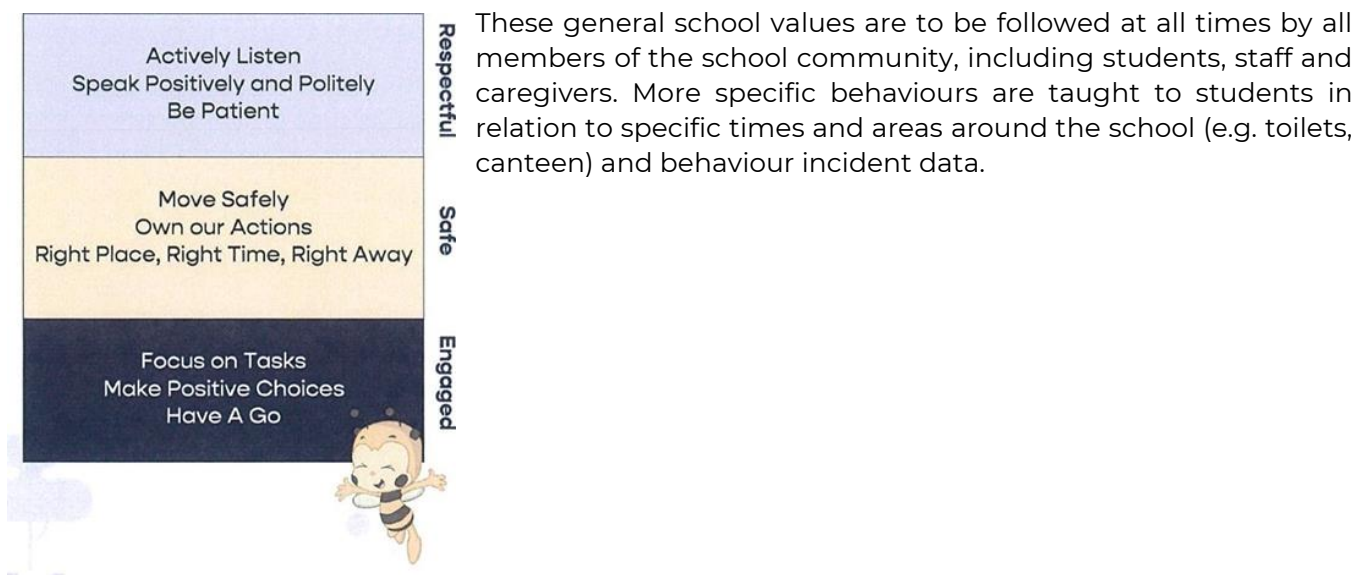
- students feel safe and secure within the school and at all school activities.
- students demonstrate positive school expectations in all environments.
- acceptance by students, parents and caregivers of the shared responsibility for student behaviour.
- peaceful and timely resolution of conflict in a mutually respectful climate.

Positive Behaviour for Learning (PBL)

Millfield Public School is a PBL School. This program helped develop our core school values of being respectful, safe and engaged learners. From this, we have collaboratively discussed what these values look like in all the areas of our school, with staff and students. These behaviours are taught explicitly in our classrooms and are promoted in all settings of our school, for all members of our school community.

School Values

The three school- wide values and expectations are as follows:



Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL and Life Skills Go (LSGO) (lessons)	Explicit teaching and modelling of behaviour expectations, school procedures and social skills.	All students creating a safe respectful learning environment.
	LSGO & General check-in	Digital, circle time or other means of informal check-in.	
	Classroom rules and positive reinforcement	Class based rewards systems and positive reinforcement of expectations through PBL rewards. (See Appendix 3)	
	Quality Relationships	Parent / Teacher relationships are established early through Term 1 Parent teacher interviews	
	Quality explicit teaching and extra-curricular activities.	High-quality, differentiated teaching engages students in their learning by catering for the diversity of learners in the room.	
	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence each year.	
	Child Protection	Teaching child protection education is a mandatory part of the syllabus and occurs every year.	
Early intervention	PBL Tier 1	Schoolwide rewards and consistent expectations /consequences. (See Appendix examples)	Some students - providing early intervention and targeted support for students at risk of developing negative behaviours.
	Communication with Parents	Communication established through calls, interviews/ meetings and School Bytes.	
Targeted intervention	School Wellbeing Support	The school engages in School Wellbeing Support to take small group interventions to increase the coping strategies and social skills of identified students.	Some students - providing early intervention and targeted support for students at risk of developing negative behaviours.
	Student Conferences	Reflect on student behaviour, choices and consequences, and engage in restorative practices.	

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	School Counsellor Referral	Identification of additional learning and or social / emotional requirements.	A few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.
	Individual Behaviour Support Plans	Individual Education Plans + Behaviour Management Plans for targeted support and management are developed in consultation with classroom teachers, caregivers and LST.	
	Learning Support Team referral.	The LST works with teachers, students and families to support students who require personalised learning and support.	

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 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. The school has implemented a Consistency Guide (*See Appendix 1*) to assist all staff in maintaining consistent expectations, as well as to ensure an appropriately levelled response / consequence.

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

Identifying behaviour of concern, including bullying and cyberbullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. (*See Appendix 4*).

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

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
<p>1. Behaviour expectations are taught and referred to regularly through PBL and LSGO. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules through 'Honey Money', Dojos and awards.</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>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.</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>2. Use indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.</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. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent (Dojos/ Honey money) • moderate and intermittent (Honey Money assembly draw, class rewards) • significant and infrequent (assembly awards) <p>Intermittent and infrequent reinforcers are recorded on School Bytes.</p>	<p>3. Use direct responses e.g. rule reminder - chance/choice/consequence, reteach, provide choice, scripted interventions, student conference.</p> <p>Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident in School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g. Teacher directed time-out, student conference/ time off play), formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught (PBL, LSGO) weekly.</p>	<p>4. Teacher records behaviour in classroom or playground Clipboard then 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 antibullying co-ordinator.</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, Care Plan/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p> <p>Teacher contact through the School Bytes text or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at school assemblies.</p>	<p>Teacher/parent contact</p> <p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Teacher/parent contact</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, including the DoE ACLO.</p>

Responses to serious behaviours of concern

School processes the school will take to respond to serious behaviours of concern:

- 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.
- student conference, 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.

Reporting and recording behaviours of concern

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

[Incident Notification and Response](#)

[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.

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher Directed Time-Out within the <u>Classroom</u>. E.g. When the student is identified as being unsafe and/or disrespectful and behaviour is escalating.</p>	<p>Immediately or as soon as possible after an incident. Child is directed to a designated supervised Time-Out area (Front room) in the office. Varies according to the nature of the incident and the time it takes for the student to 're-set', but generally the aim is to get the student to return to learning after play ends. Generally, 10 to 20 mins.</p>	<p>Supervising Teacher calls or texts Alternate Setting Teacher / Executive</p>	<p>Records will be kept in School Bytes Wellbeing.</p>
<p>Teacher Directed Time-Out <u>Alternate Setting</u>. Send to the office-. E.g. When the student is identified as being unsafe and/or disrespectful and behaviour is escalating.</p>	<p>Immediately or as soon as possible after an incident and attempts to redirect and support appropriate behaviour have been unsuccessful. Child is directed to a designated Time- Out area in a nearby classroom or the office. Varies according to the nature of the incident and the time it takes for the student to 're-set', but generally the aim is to get the student to return to learning as soon as possible. Generally, 30 to 40 mins.</p>	<p>Classroom Teacher calls or texts Alternate Setting Teacher / Executive</p>	<p>Records will be kept in School Bytes Wellbeing detailing the nature of the incident and the time spent in another classroom.</p>
<p>Extended Warning/Planning E.g. When the student was identified as being unsafe and/or disrespectful and the behaviour requires consequences.</p>	<p>Students engage with a member of the school executive in a restorative conversation in the office front room regarding their behaviour during the second half of lunch. (Up to 30 minutes). If the behaviour persists further, Students remain in classrooms during learning time, however during breaks they are supervised in the time out areas (office foyer)</p>	<p>Referring teacher and Executive/ Principal</p>	<p>Recorded in School Bytes Wellbeing - parents not always informed, unless this becomes persistent. If it is, parents informed via phone call home.</p>

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>Suspension</p> <p>(As per 'Student Behaviour Policy – Suspension and Expulsion Procedures)</p> <p>There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.</p> <p>The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.</p>	<p>The duration can be:</p> <p>up to 5 consecutive school days for students in Kindergarten to Year 2</p> <p>up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).</p>	<p>Principal</p>	<p>Recorded in School Bytes Wellbeing and DOE platforms – parents informed via phone call home and letter from the principal.</p>
<p>Students are not restricted from eating or toilet breaks as a result of detention, reflection or restorative practices.</p>			

Review dates

Last review date: Term 4, 2024

Next review date: Term 2, 2025 (Due to a planned PBL procedures revamp).

Appendix 1: Behaviour management flowcharts and consistency procedures

MILLFIELD PUBLIC SCHOOL

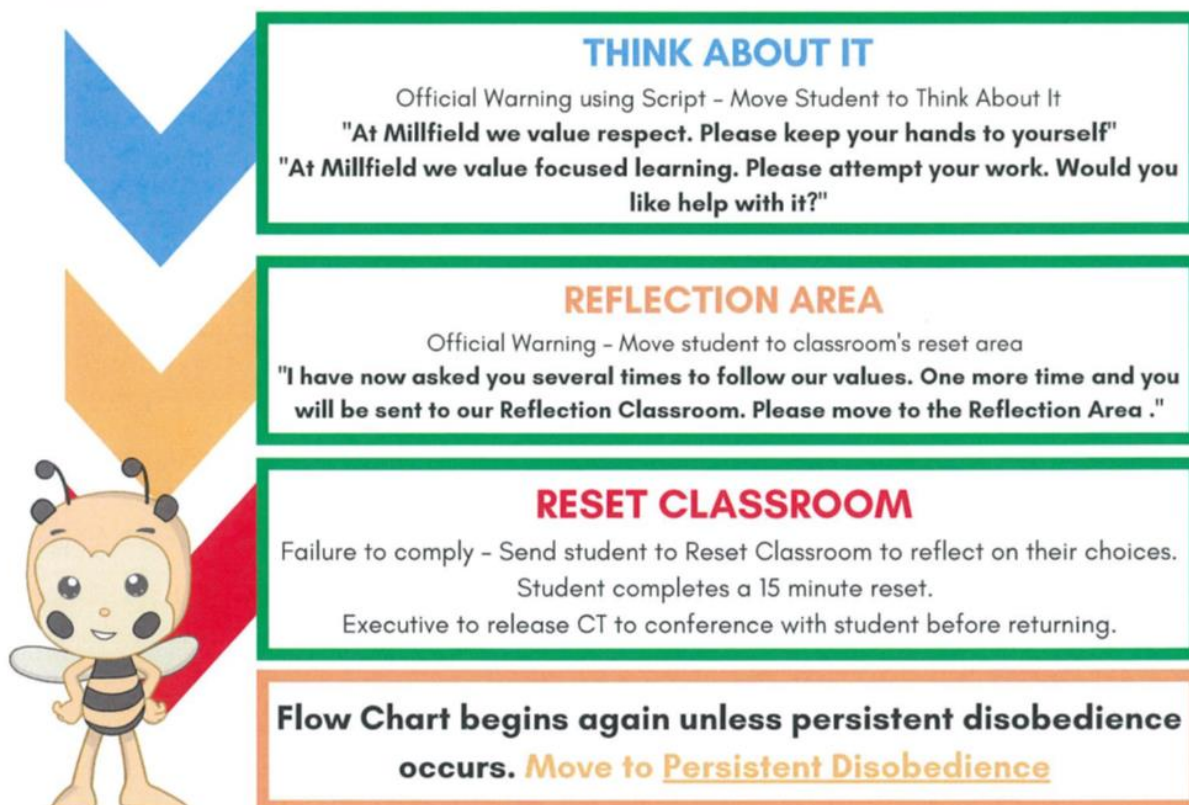
Minor Flow Chart

If a student displays one or more of the following behaviours, follow the Minor Behaviours Chart

- Minor inappropriate language/aggressive tone or rude gestures
- Minimal disruption of talking, calling out or making noises
- Verbally disrupting the learning of self and others
- Negative comments to peers
- Non-compliance of instructions
- Inappropriate use of property i.e. tapping desk with pencils
- Unnecessary physical contact with peers - rough play or unwarranted touching
- Slow to line up/enter classroom, late by less than 5 minutes
- Incorrect uniform or footwear
- Littering or indirect spitting
- Being dishonest
- Inappropriate use of an electronic device
- Off task/refusal to participate or complete work - after support has been offered
- Throwing objects - without intent to harm
- Out of bounds
- Being disrespectful to teacher and/or other adults
- Touching peers' possessions without permission
- Swinging on chair

Teacher **MUST** use the following strategies informally between each step

- **Active Supervision** - Monitoring Classroom
- **Pre-correction**
- **Proximity** - Strategic placement or movement by teacher
- **Non-Verbal Cues** - Non-verbal techniques e.g. eye contact
- **Ignore/Attend/Praise** - Praise appropriately behaved student in proximity to inappropriately behaved student.
- **Redirect** - Restate matrix behaviour
- **Re-teach** - Demonstrate and provide feedback
- **Provide Choice** - Provide statement of two alternatives
- **Student Conference** - Lengthier re-teaching of the inappropriate behaviour



If a student has been sent to their Reset Classroom and has continued with unacceptable behaviour:



THINK ABOUT IT

Official Warning using Script

"At Millfield we value respect. Please keep your hands to yourself"

REFLECTION AREA

Official Warning – Move student to classroom's reset area

"I understand that you are finding this mathematics difficult, but I have now asked you several times to follow our values. One more time and you will be sent to Executive Staff. Please move to the Reflection Area ."

Read Persistent Disobedience Script to Student:

"You have had several warnings. Your behaviour does not follow our school expectations. Please go to *the Executive*"

Enter incident on [SCHOOL BYTES](#)

If student is being very disruptive, is physical, swearing or leaves the room, CALL EXECUTIVE IMMEDIATELY.

Responsibilities move to Executive in consultation with classroom teacher.

Major / Dangerous / Illegal Behaviour

- Persistent disobedience – 3 official warnings used & consequence in place
- Abusive, inappropriate language or behaviour directly aimed at someone
- Verbal threats / intimidation to person
- Bullying and harassment by verbal, non-verbal or electronic means
- Physical violence or aggression directly aimed at someone or an object
- Damage / destruction of school property – student unable to repair
- Throwing objects with intent to harm
- Directed spitting
- Risk taking behaviour – putting self or others in danger
- Truancy – whole day / lesson, more than 10 minutes late to school / class
- Smoking on school premises
- Use of or possession of dangerous or illegal weapons, using objects as weapons
- Use of or possession of drugs and / or alcohol
- Sexual harassment

Read Major Violation Script to student:

"Your behaviour is a major violation of our values. I am calling Executive."

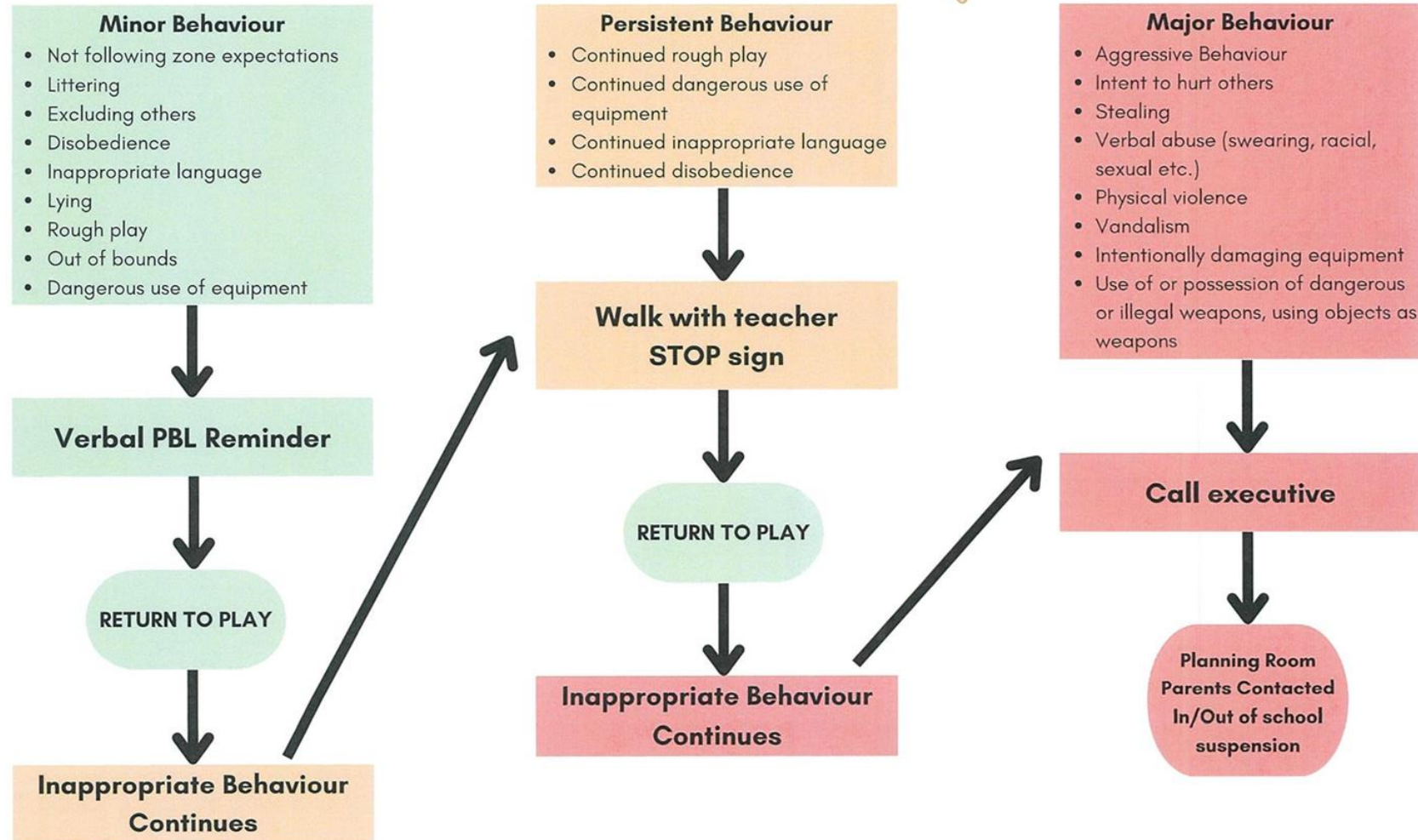
If there is an immediate threat to students or staff, remove other students and call the office for immediate support.

Report incident to Executive and [Enter on SCHOOL BYTES immediately.](#)

Executive will add to entry on [SCHOOL BYTES.](#)



Playground Flow Chart



CLASSROOM CONSISTENCY PROCEDURES

All students at Millfield Public School are encouraged to show behaviours that keep with our school expectations of **RESPECTFUL, SAFE** and **ENGAGED**.

Behaviour Level and Consequence	Typical Behaviours	Possible Consequences	Teacher Responsibilities	Executive Responsibilities
Minor Infringements of school expectations - counselling by the teacher, low level consequences and restitution	<ul style="list-style-type: none"> ✓ Minor inappropriate language/aggressive tone or rude gestures ✓ Minimal disruption of talking, calling out or making noises ✓ Verbally disrupting the learning of self and others ✓ Negative comments to peers ✓ Non-compliance of instructions like not taking hat off or starting work when instructed ✓ Inappropriate use of property i.e. tapping desk with pencils ✓ Unnecessary physical contact with peers - rough play or unwarranted touching ✓ Slow to line up/enter classroom, late by less than 5 minutes ✓ Littering or indirect spitting ✓ Being dishonest ✓ Inappropriate use of an electronic device ✓ Off task/refusal to participate or complete work - after support has been offered ✓ Throwing objects - without intent to harm ✓ Being disrespectful to teacher and/or other adults ✓ Touching peers' possessions without permission ✓ Swinging on chair 	<ul style="list-style-type: none"> - Time out in visible area - Teacher discussion - Lunch/Recess time out – class teacher discretion – incident to be dealt with in class - Parent contact - Record incident on SCHOOL BYTES as a minor incident 	<ul style="list-style-type: none"> - Give logical consequences - Redirect behaviour - Monitor behaviour - Teach positive behaviour - Praise positive behaviour - Record all incidents on SCHOOL BYTES – Tick no further action required - 3 minor incidents (classroom or playground) classroom teacher to inform parent 	<ul style="list-style-type: none"> - 3 minor incidents (classroom or playground) Executive to inform classroom teacher to contact parents
Major Infringements of school expectations - investigation by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution	<ul style="list-style-type: none"> ✓ Abusive, inappropriate language or behaviour directly aimed at someone ✓ Verbal threats/intimidation to person ✓ Bullying and harassment by verbal, non-verbal or electronic means ✓ Physical violence or aggression directly aimed at someone or an object ✓ Damage/destruction of school property —student unable to repair ✓ Throwing objects with intent to harm ✓ Directed spitting ✓ Risk taking behaviour – putting self or others in danger ✓ Truancy – whole day / lesson, more than 10minutes late to school / class ✓ Smoking on school premises ✓ Use of or possession of dangerous or illegal weapons, using objects as weapons ✓ Use of or possession of drugs and / or alcohol ✓ Sexual harassment 	<ul style="list-style-type: none"> - Record incident on SCHOOL BYTES as a major incident - Parent contact - Time off playground with executive - In school withdrawal - Suspension 	<ul style="list-style-type: none"> - Inform Executive immediately - Teacher/Executive/ Student conference 	<ul style="list-style-type: none"> - Planning room for student - Teacher/Executive/ Student conference - Read SCHOOL BYTES record and leave follow up comment - Parent interview/ phone call, as appropriate. Discuss goals and strategies - Principal to consider/manage suspension - Implement, review current Risk Assessment, IEP, Behaviour Plan etc.

PLAYGROUND CONSISTENCY PROCEDURES

All students at Millfield Public School are encouraged to show behaviours that keep with our school expectations of **RESPECTFUL, SAFE** and **ENGAGED**.

Behaviour Level and Consequence	Typical Behaviours	Possible Consequences	Teacher Responsibilities	Executive Responsibilities
<p>Minor Infringements of school expectations - counselling by the teacher, low level consequences and restitution</p> <p>Deal with issue on playground</p>	<ul style="list-style-type: none"> ✓ Running on the concrete ✓ Littering ✓ Excluding others ✓ Disobedience ✓ Dangerous use of equipment ✓ Inappropriate language ✓ Lying ✓ Rough play e.g. pushing, shoving ✓ Out of bounds ✓ Misuse of school or personal equipment (including mobile phones) 	<ul style="list-style-type: none"> - Teacher discussion - Shadowing - Record incident on SCHOOL BYTES as a minor incident - Students sit on a playground dot - Communicate with classroom teacher 	<ul style="list-style-type: none"> - Give logical consequences - Redirect behaviour - Monitor behaviour - Teach positive behaviour - Praise positive behaviour - SCHOOL BYTES entry – tick No further action required - 3 minor incidents (classroom or playground) classroom teacher to inform parent - Possible discussion at Stage Meeting 	<ul style="list-style-type: none"> - 3 minor incidents (classroom or playground) Executive to inform classroom teacher to contact parents
<p>Major Infringements of school expectations - counselling by teacher recording of behaviour and follow up action</p> <p>Deal with issue during lesson breaks, seeking executive assistance/advice.</p>	<ul style="list-style-type: none"> ✓ Continued dangerous use of equipment ✓ Continued aggressive play ✓ Continued Inappropriate language ✓ Continued disobedience ✓ Aggressive behaviour ✓ Intent to hurt others ✓ Stealing ✓ Verbal abuse (racial, sexual etc) ✓ Physical violence ✓ Physical violence resulting in injury ✓ Vandalism ✓ Intentionally damaging equipment ✓ Possession of a prohibited weapon ✓ Use of an implement as a weapon ✓ Serious criminal behaviour related to the school ✓ Drug use 	<ul style="list-style-type: none"> - Communication with classroom teacher - Record incident on SCHOOL BYTES as a major incident – further action required - Follow up conversation with executive - Shadowing teacher - Loss of privileges - Students of concern identified at communication meeting - Executive to investigate - Time off playground with executive and classroom teacher - In school withdrawal - Suspension 	<ul style="list-style-type: none"> - Give logical consequences - SCHOOL BYTES entry - tick further action required. - Inform classroom teacher - Inform Executive immediately - Teacher/Executive/ Student conference 	<ul style="list-style-type: none"> - Planning Room for student - Support CT where necessary - Repeated, negative behaviour - ensure appropriate follow up if necessary, e.g Risk Assessment, IEP, Behaviour Plan - Monitor improvement - Executive to contact parent when 3 or more major incidents have occurred. - Teacher/Executive/ Student conference - Read SCHOOL BYTES record and leave follow up comment - Parent interview/ phone call, as appropriate. Discuss goals and strategies - Principal to consider/manage suspension

Appendix 2: School Setting PBL Matrix Documents



MILLFIELD PUBLIC SCHOOL

Classroom Setting PBL Matrix



	All Settings	Entering and exiting the classroom	Using class/personal equipment	Transition between desks and floor	Listening/following teacher directions	Gaining teacher attention	Independent work	Group work
Respectful	<ul style="list-style-type: none"> Actively listen Speak positively and politely Be patient 	<ul style="list-style-type: none"> Quiet voices Knock & wait before entering when delivering messages Remove hats 	<ul style="list-style-type: none"> Ask permission to use other's equipment Treat equipment with respect 	<ul style="list-style-type: none"> Give way to others Move quietly Allow others their personal space 	<ul style="list-style-type: none"> Actively listen Hand up & wait 	<ul style="list-style-type: none"> Hand up & wait patiently Use manners Keep hands to self Wait for others to finish before speaking 	<ul style="list-style-type: none"> Work quietly & allow others to work Take pride in bookwork & present work as neatly as possible 	<ul style="list-style-type: none"> Look at the speaker Take turns Listen to others Use manners Treat others the way you want to be treated
Safe	<ul style="list-style-type: none"> Move safely Own our actions Right place, right time, right way 	<ul style="list-style-type: none"> Walk Give way to people exiting Keep to the left Tuck chairs under tables 	<ul style="list-style-type: none"> Use equipment for the right purpose Pass equipment with care 	<ul style="list-style-type: none"> Walk Tuck chairs under tables Be aware of others Hands in laps/arms folded when seated 	<ul style="list-style-type: none"> Follow classroom rules 	<ul style="list-style-type: none"> Stay seated Keep still 	<ul style="list-style-type: none"> Stay seated Feet on the floor Keep hands & feet to self Use equipment with care 	<ul style="list-style-type: none"> Keep hands & feet to self Stay with your group Use equipment sensibly
Engaged	<ul style="list-style-type: none"> Focus on tasks Make positive choices Have a go 	<ul style="list-style-type: none"> Be ready & line up in two lines Settle & sit quickly Listen to directions 	<ul style="list-style-type: none"> Organise equipment & have it ready for learning Hand up if you need equipment 	<ul style="list-style-type: none"> Follow directions quickly & be ready to continue Tidy desks & the floor before moving 	<ul style="list-style-type: none"> Listen to all instructions before moving or starting work Accept advice on how to improve 	<ul style="list-style-type: none"> Ask a peer or hand up if unsure what to do Continue working or listening while waiting for the teacher 	<ul style="list-style-type: none"> Give your full effort Start & finish work in a suitable timeframe Help peers Continually try to improve 	<ul style="list-style-type: none"> Participate equally Value contributions Encourage & assist others



MILLFIELD PUBLIC SCHOOL

Non-Classroom Setting PBL Matrix

	All Settings	Playground	Office	Assembly	Library	Sports Shed / Fixed Equipment	Toilets	Movement
Respectful	<ul style="list-style-type: none"> Actively listen Speak positively and politely Be patient 	<ul style="list-style-type: none"> Use appropriate language Be kind to others Put rubbish in the bin Participate and enjoy games Be fair to others Value our natural environment 	<ul style="list-style-type: none"> Enter foyer quietly, knock and wait Show courtesy to staff and visitors Use polite tone when speaking 	<ul style="list-style-type: none"> Listen attentively to all presenters Take pride in yourself, fellow students and country Learn the words to our National Anthem Follow staff instructions 	<ul style="list-style-type: none"> Raise hand to speak Use appropriate library voice Take care of library equipment Use good manners Return books on time Follow staff instructions 	<ul style="list-style-type: none"> Be polite Listen to the Sport Leaders and teachers Value the environment Be a good sport Pack up equipment quickly and carefully 	<ul style="list-style-type: none"> Respect others' privacy Use appropriate voices Flush the toilet properly Turn off the taps 	<ul style="list-style-type: none"> Move quietly Follow staff instructions
Safe	<ul style="list-style-type: none"> Move safely Own our actions Right place, right time, right way 	<ul style="list-style-type: none"> Always wear a hat Keep your hands and feet to yourself Stay in bounds Play with other children in your stage Report all problems to teachers Follow the rules of games 	<ul style="list-style-type: none"> Have permission to enter office Honest with injuries Enter and exit safely 	<ul style="list-style-type: none"> Respect each other's space Keep your hands and feet to yourself Walk when entering/exiting the stage Move appropriately 	<ul style="list-style-type: none"> Move around the room in a safe and sensible manner Use equipment appropriately Keep hands and feet to yourself 	<ul style="list-style-type: none"> Always wear a hat Listen to and follow instructions Walk 	<ul style="list-style-type: none"> Keep doorways clear Use toilets, taps and bubblers appropriately Wash your hands before leaving 	<ul style="list-style-type: none"> Walk with a partner when going on messages Move in a safe and sensible manner Walk 'In bounds areas' Follow staff instructions Be punctual Arrive and depart through appropriate entry and exit points
Engaged	<ul style="list-style-type: none"> Focus on tasks Make positive choices Have a go 	<ul style="list-style-type: none"> Be inclusive of others Learn how to play fairly Set an example for others Listen to the teacher and students Value a clean playground 	<ul style="list-style-type: none"> Deliver messages clearly, accurately and politely Listen and follow instructions 	<ul style="list-style-type: none"> Listen attentively Participate and respond as required Clap appropriately 	<ul style="list-style-type: none"> Stay on task Complete work quietly Respect others working time Be prepared for learning Return library books 	<ul style="list-style-type: none"> Listen and participate Display fair sportsmanship Focus on fun and skills Ask questions 	<ul style="list-style-type: none"> Use appropriate hygiene (wash your hands) Use only what is needed Value clean toilets 	<ul style="list-style-type: none"> Set an example for others Be familiar with "In Bound Areas"

Appendix 3: Behaviour Log

Millfield Public School Classroom and Playground Behaviour Log (**Trialling**)

***Highlight behaviour(s) for records and log incident on School Bytes**

BEHAVIOUR	THINK ABOUT IT Expectation Reminder	Student Name & Date	Teacher/Where incident occurred
Physical Violence	Swinging arms/ legs/ objects that connect Unnecessary physical contact with peers - rough play or unwarranted touching Throwing objects - without intent to harm		
Arguing / Back Chat	Minor inappropriate language/aggressive tone or rude gestures Back chat Minimal disruption of talking, calling out or making noises - disrupting the learning of self and others		
Teasing (Put Downs) Intimidation	Negative comments to peers Rude - Isolated name calling (game/joke) Minor physical intimidation eg. drop shoulder when walking past or tripping someone		
Defiance	Non-compliance of instructions Slow to follow instructions Off task/refusal to participate or complete work		
Showing respect	Being disrespectful to teacher and/or other adults Being disrespectful to peers or negative comments to peers Littering playground or classroom		
Destruction of Property	Accidental breakage due to careless use Breaking equipment on purpose Graffiti on school property		
Swearing	Swearing amongst peers Swearing at teachers or adults		
Rough Games	Careless contact in game Slapping hard instead of tipping appropriately		

Inappropriate use of Equipment / Resources	<p>Inappropriate use of property i.e. tapping desk with pencils</p> <p>Swinging on chair</p> <p>Careless use of equipment in classroom or playground, including play equipment and sandpit</p>		
Wrong place, Wrong time	<p>Slow to line up/enter classroom, late by less than 5 minutes</p> <p>Careless wandering or Out of bounds</p> <p>Out of seat or wandering around the classroom</p> <p>Leaving classroom without permission</p> <p>Late off the playground - more than 5 minutes</p>		
Movement around the school	<p>Walking/running around noisily indoors</p> <p>Screaming during play time unnecessarily</p> <p>Running unsafely on concrete areas</p> <p>Running or playing tip games around the equipment</p>		
Lying	<p>Being dishonest - lying to peers or staff</p>		
Toilet	<p>Playing in toilets</p> <p>Damaging or using bathroom items inappropriately</p>		
Stealing	<p>Touching or moving another person's property without permission</p>		
Uniform	<p>Incorrect uniform or footwear</p> <p>Using hats inappropriately</p>		
Devices	<p>Devices Phone not in office</p> <p>Off task/not using technology as required</p>		

Appendix 4: Bullying Response Flowchart

First hour:
Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1:
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in School Bytes, Wellbeing.
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2:
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3:
Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4:
Implement

- Document the plan of action in School Bytes, Wellbeing
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5:
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in School Bytes, Wellbeing

Ongoing
follow-up

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

Appendix 5: Strategies and Practices to Recognise and Reinforce Student Achievement – Reward Systems

Millfield Public School acknowledges respectful, safe and engaged behaviour through a variety of methods.

In Class Rewards

Students earn points in the classroom for demonstrating positive behaviour. Points are recorded in a central whole school system called Class Dojo. As students accrue points there are three major termly milestones:

- Bronze Level (50points)
- Silver Level (75 points)
- Gold Level (100 points)
- Platinum (125 points)



For more information on the milestones, please refer to PBL Reward days.

Playground Rewards

Students earn 'honey money' in the playground for demonstrating positive behaviour. If they receive a honey money raffle ticket, they write their name on the back and place it into Millbee's Honey Pot. Two tickets will be drawn at each fortnightly assembly with those two students choosing a prize. Millbee's Honey Pot will be emptied and reset for the new fortnight.



PBL Reward Days

Every term, all students who have consistently displayed our core values will participate in the (Week 10) PBL reward days.

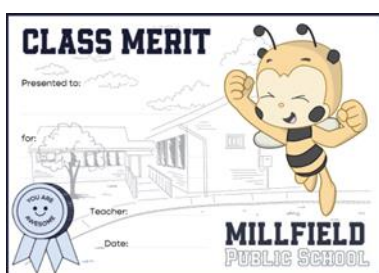
Reward (Week 10) is a whole school approach. Each term students will participate in a tiered reward based off their dojo milestone. For each milestone, students will build on their reward. In Term 4, students will get an end of year major reward for their efforts over the course of the whole year.

Fortnightly Assembly Awards

Class Merit Awards are given out at fortnightly assemblies. One Class Merit Award is handed out by each teacher. These fortnightly awards are published in the school newsletter.

PBL Awards are given out at fortnightly assemblies. One PBL Award is handed out by each teacher. These awards are given for one of the two PBL focuses for the fortnight. These fortnightly awards are published in the school newsletter.

Principal Awards are given out at fortnightly assemblies. One is given per fortnight by the Principal for behaviour demonstrating the school values and expectations.



Presentation Day

End of year Presentation Day recognises academic, sporting, citizenship and leadership.