



Behaviour Support Policy 2019

To be reviewed in November 2019, previously reviewed in 2018 and originally created in 2017



MOSMAN PARK PRIMARY SCHOOL
POSITIVE STUDENT BEHAVIOUR SUPPORT POLICY: Striving, Enjoying, Enquiring

POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour

RATIONALE

Our policy aims to safeguard the rights of teachers to teach and students to learn in a safe, supportive environment. The main objective is for students to accept responsibility and consequences for their behaviour. At Mosman Park Primary we endeavour to create an environment within the classroom that is warm, encouraging and consistent, and strive for a consistent approach when handling any misbehaviour. Continued misdemeanours and all serious matters are reported to parents.

GUIDING PRINCIPLES

To implement the whole school plan for positive student behaviour support we:

- make the best interests of the child a primary consideration;
- consider the safety and wellbeing of all school staff and members of the school community;
- maintain a positive school approach and the good order of the school;
- incorporate personalised adjustments based on student need;
- maintain cohesion of behaviour support for students across contexts and teachers;
- build consistency in behaviour support in and out of school, through liaison with parent(s) and the community;
- are culturally, developmentally and psychologically appropriate;
- support the growth of self-regulation and peer regulation and reduce the need for adult intervention;
- use the least restrictive alternative that will prevent or de-escalate student conduct or emotional states that risk harm to self or others;
- take into account the agreed behaviour interventions or therapies provided by external practitioners or agencies;
- respond to the assessment of school behaviour data; and
- comply with the requirements detailed in the Positive Behaviour website.

VALUES

At Mosman Park we value success for every student, respect for others, diversity and ongoing academic, physical, emotional, moral and social growth.

OUR WHOLE SCHOOL FOCUS

Our 5 Keys:

1. Show Confidence
2. Show Resilience
3. Be Persistent
4. Be organised
5. Get along

Our Positive Classroom Behaviours:

1. Mutual Respect
2. Safety First
3. Personal Best
4. Attentive Listening

5. Active Participation

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

All members of the school community have rights and responsibilities to self and others.

Interactions with students

Relationships with students that are responsive and respectful will promote student's sense of security and wellbeing. Interactions with students will involve staff:

- maintaining the dignity and rights of each student when interacting with them;
- supporting each student to develop warm, trusting, respectful relationships with others; and
- encouraging students to express themselves and their opinions, engaging them in conversations about things that interest them and incorporating student's strengths, abilities and interests when making curriculum decisions.

MEMBERS	RIGHTS	RESPONSIBILITIES
All students, teachers, parents, wider school community.	<ul style="list-style-type: none">• Are safe and supported in the school environment; and• are treated with respect.	<ul style="list-style-type: none">• Establish positive relationships; and• Respect and accept individual differences
Administrators	<ul style="list-style-type: none">• Are supported in developing and implementing the school's plan to effectively support behaviour and to prevent bullying.	<ul style="list-style-type: none">• Provide leadership in resourcing the school's effective management of behaviour and prevention of bullying;• Provide a link between parents and staff;• implement the school plan;• ensure parents are informed of the school plan; and• support staff to implement the school's plan consistently.
Staff	<ul style="list-style-type: none">• Feel safe and supported in the workplace;• access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention;• co-operation and support from parents and the school community• are informed of the school's plan on bullying;• are treated with respect in the workplace; and• access to professional learning including preventing and effectively managing bullying.	<ul style="list-style-type: none">• Promote and model positive relationships;• Establish positive relationships with students and their parents• participate in implementing the school plan to manage student behaviour and to counter bullying by teaching the skills and displaying the 5 Keys and 5 Positive Classroom Behaviours;• identify and respond to bullying incidents;• teach students how to treat other with care and respect;• teach students how to respond effectively to bullying;• promote social problem solving with students; and• respect and accept individual differences.

MEMBERS	RIGHTS	RESPONSIBILITIES
Students	<ul style="list-style-type: none"> To work in a purposeful, supportive and non-disruptive environment. Access to the best possible education. Access to curriculum that supports the building of resiliency; are informed of the school's Behaviour Support Plan and plan for the prevention and management of bullying; and if involved, are provided with support to stop bullying. 	<ul style="list-style-type: none"> Obey school, class and playground rules – 5 Keys and 5 Positive Classroom Behaviours etc treat others with care and respect; allow others to work without interruption; represent the school with pride; and identify and respond effectively to bullying.
Parents	<ul style="list-style-type: none"> Expect children to be safe and provided with a supportive school environment and treated with respect; be informed of curriculum material, behaviour support procedures and decisions affecting their child's health, safety and wellbeing; Be informed of their child's progress and are provided with access to information on the prevention and response strategies related to bullying. 	<ul style="list-style-type: none"> Support and encourage children to treat others with respect and act in accordance with the school plan if they observe bullying; encourage children to report bullying incidents; are aware of school plans and support school in effectively managing bullying and Contact the school when an issue or concern arises. Matters will be dealt with in confidence. The order of contact should be the class teacher, Associate Principal and Principal. Parents should not contact the child or their family directly – this will be followed up by school staff instead.
Chaplain	<ul style="list-style-type: none"> Feel safe and supported in the workplace; co-operation and support from parents and the school community is informed of the school's plan on bullying; and is treated with respect in the workplace 	<ul style="list-style-type: none"> Be a supportive presence in the playground, to make particular observations where he/she considers it necessary and to respond, when appropriate, to requests from students, staff and parents; Liaise with staff about playground behaviours and take appropriate action when necessary; Support students, staff and parents and offer confidential counselling if requested; and Liaise closely with staff about students who experience difficulties with their own or peers' behaviour. Support staff in teaching positive behaviours to students – e.g., <i>You Can Do It</i> and Values program
Wider community: including other professionals	<ul style="list-style-type: none"> Strategic inclusion in prevention and bullying incident management. 	<ul style="list-style-type: none"> Provide support and input into the school's approach to preventing and managing bullying.

MANAGEMENT OF INCIDENTS

There is a four-phase approach:

Primary prevention

- At the beginning of each year all classroom teachers have a classroom management policy consistent with school policy, and which aims to create a positive and safe classroom culture. The policy includes clearly defined class rules and consequences which is displayed. The policy is executed fairly and consistently.
- The 5 Keys and 5 Positive Classroom Behaviours are established, explicitly taught, displayed and reinforced on a regular basis.
- All teachers (including specialists) will have a classroom support plan created and displayed (using Levels of Behaviour chart) which is consistent with the 5 behaviours of the school plan.
- Teachers inform students as to what is defined as inappropriate behaviour. Various programs operate in every classroom across the school to assist in this area, including Friendly Schools Plus, Bully No More, and You can Do It. These programs promote resilience, life and social skills, assertiveness, conflict resolution, anger management and problem solving.
- Professional development for staff related to behaviour management is provided as required.
- There is a focus on raising community awareness on the school's programs as appropriate, through updates, newsletter and parent information sessions.
- Information is gathered from students and staff regarding behaviour and social interaction to direct planning for improvement.
- Positive reward systems are implemented, maintained and supported such as Merit Awards, values assembly (2 x per term), House Cards (see *Appendix 8*) with a focus on our 5 Keys and 5 Classroom Behaviours.
- Students receive positive incentives for appropriate behaviour which reflect the developmental age and interests of the students.
- Students are encouraged to use a teacher designated safe area within the classroom when required or, for some students, to have a maximum of 3 short breaks (approx. 5 minute) per day if they need to better self-regulate before re-joining an activity productively. (*Appendix 12 - Chill Out Cards*)

Early intervention

- Promotion of the need and responsibility of students to report bullying incidents involving themselves or others.
- Classroom teachers regularly remind students to report incidents and to promote the differences between telling (when your aim is to stop a problem) and dobbing (where your aim is to create a problem).
- Information on types of behaviours that may be indicative of bullying is available for the school community as appropriate – see School Bullying Policy for further information.
- Introduce and utilise Friendly Schools Plus, values program
- Remind students of the 5 Keys and 5 Positive Classroom Behaviours
- Identification of an adult mentor for students in need – e.g., another teacher, EA, chaplain, administrator
- Use Chill Out cards for refocusing when a student is getting off task and likely to become disruptive – use a teacher designated safe area within the classroom when required or, for some students, to have a maximum of 3 short breaks (approx. 5-10 minute) per day if they need to better self-regulate before re-joining an activity productively. (*Appendix 12 - Chill Out Cards*)

Intervention

- When a student approaches a staff member and reports a bullying or a behaviour incident, the staff member responds by asking questions to clarify situation... (Refer to *Appendix 2* for sample questions)
- Serious incidents are investigated and documented. Follow-up is both immediate and ongoing. If the incident occurs out of class, the classroom teacher/s of students involved is informed.
- Students demonstrating inappropriate behaviour, the targeted student and by-standers (if appropriate) are offered counselling and support when appropriate.
- If bullying/inappropriate behaviour is ongoing, parents will be contacted and consequences implemented.

- Consequences may include a Reflection Break at recess or lunch. Parents may be informed if students are given a Reflection Break via a copy of the child's reflection sheet.
- Restricted play areas: The Restricted Play Program is conducted in a small designated, area of the playground which can be more easily monitored by staff members during recess and lunch.
- Team Teach strategies (see Appendix 10) employed for Level 3 incidents
- For ongoing behaviour difficulties escalation profiles and Risk Management Plans will be developed Parent involvement in this is recommended
- Incidents are recorded in various ways. For example:
 - Classroom and Playground Reflection Break/ Incident Reports;
 - Using Student Activity section of SIS; and
 - Using Behaviour Management section of SIS (Admin use).

Monitoring/Follow Up

- Rewards for positive behaviour, as determined by the classroom teacher.
- Continue promotion of students' responsibilities and sense of caring/concern – through the 5 Keys and 5 Positive Classroom Behaviours. – and plan to create a fresh start.
- Ongoing monitoring of identified students who demonstrate bullying behaviour, the targeted student and bystanders (if appropriate).
- Consequences may involve sanctions such as withdrawal of privileges, restricted play, Reflection Breaks, in-school suspension, out-of-school suspension, and exclusion.
- Inform parents of on-going behaviour incidents and consequences. **Parents are encouraged to contact the school if they have any concerns or require additional information.**
- The school psychologist, Learning Support Co-ordinator and chaplain are available for support as necessary
- SSEN:BE or Pathways may be involved if behaviour becomes extreme

As part of the Positive Student Behaviour Support policy Mosman Park Primary has measures to address:

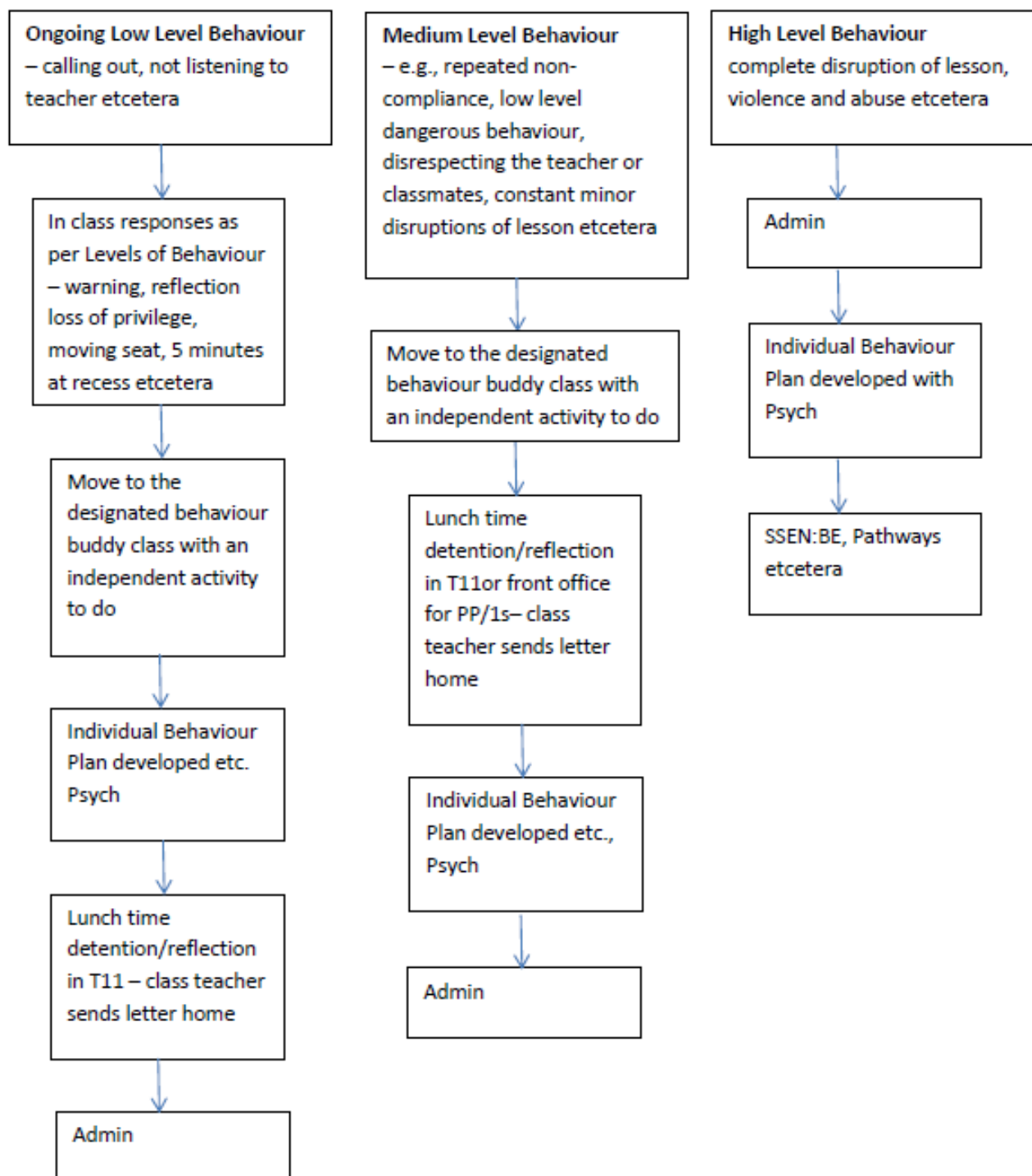
- all forms of bullying; and
- risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;

Consequences

Level 1	Action
<ul style="list-style-type: none"> • Inappropriate behaviours which occur because of over-enthusiasm or misunderstanding rather than wilful behaviour. eg. running around corners • Behaviours/actions that cause a degree of danger to the students themselves or to others eg. rough play 	Verbal warning or Reflection/Incident Report (<i>Appendices 7a/b & 9</i>). Consequences will be determined according to the incident, its seriousness/frequency Follow restorative practices - e.g., apology, Reflection Break forms
Level 2	
Examples may include: <ul style="list-style-type: none"> • Fighting – causing injury • Bullying • Swearing – offensive • Breach of school rules, established protocols • Insolence • Stealing • Damaging property (wilfully) • Moving out of school grounds 	Incident Report – usually requiring the student to reflect on his/her behaviour Refer to Administration Contact with parents – as needed
Level 3	
Significant ongoing disruptive or aggressive behaviour/threats, for example: <ul style="list-style-type: none"> • Violence against students or staff • Significant disruption or antisocial behaviour 	<ul style="list-style-type: none"> • Team Teach strategies employed • Online incident report • Behaviour Plan/Safety Plan/Escalation Profile/Risk Management Plan etc written for that student • Cooperative Problem Solving Strategies may be used (Plan A, B, C) • Withdrawal/suspension/restricted- supervised play etc may be used • Incentives for good behaviour

Behaviour Response Process

Reinforces the Levels of Behaviour agreements



REPORTING ON BEHAVIOUR

Reflection form (see *Appendix 6a/b*) may be used for the student to reflect on his/her behaviour and may or may not involve admin intervention. The incident to be recorded onto SIS program by the administration as deemed necessary. For positive behaviours, students may be given a House Ticket (see *Appendix 7*) as commendation.

Students on Individual Behaviour Plans

From time to time individual students may have a specific Individual Behaviour Plans designed through consultation with the parents, class teacher, administration and other personnel or agencies as appropriate.

WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

The Principal, Associate Principal or class teacher may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- calm in circumstances where the student has become unable to self-regulate; and
- reflect on and learn from the incident including, where appropriate, engaging in restorative processes.

When a student is withdrawn, the school will:

- inform parents
- ensure that location and supervision arrangements account for duty of care at all times;
- ensure that the student is provided the opportunity to complete school work
- details will be documented using the School Information System (SIS) and/or parent signed incident slips.

GUIDELINES SCHOOL SUSPENSION

The placing of students on suspension will be authorised by the Principal and/or Associate Principal

Parents will be contacted and notified before a decision of suspension is made, except in exceptional circumstances. Parents will be provided with the opportunity to give reasons against the decision to suspend and/or the length of the suspension.

The suspension will be entered into details into the School Information System (SIS) and the Online Incident Notification System.

The student will be provided with learning activities to complete where the period is for 3 or more consecutive days or totals more than 5 days in the school year.

The Principal and/or Associate Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL RESTRAINT OF A STUDENT

The Principal or Associate Principal (as delegated by principal) will ensure that physical restraint of a student is only used as a last resort:

- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;
- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- for the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

PLAYGROUND BEHAVIOUR

Inappropriate playground behaviour will be managed in accordance with Level 1 & 2 consequences.

Attention must be given to:

- Students play in areas designated for specific year levels.
- No Hat – No Play policy is in place. Students without hats will remain in a shaded area – undercover area or fig tree.
- Food and/or drinks are to be consumed in designated eating areas only. Food is not to be taken onto oval or in play areas.

The Principal and/or Associate Principal will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.

Duty Teacher Records

Duty teachers record playground incidents on the **Playground Incident Report** form (see *Appendix 9*) provided in the Duty Files (for minor Level 1 Incident). Duty Teachers may choose for students to complete a written reflection of their behaviour using the Reflection form (see *Appendix 7a/b*). This would usually apply to behaviours which result in Level 2 consequences and the involvement of the Principal and/or Associate Principal.

Playground Incidents Reports will be entered onto SIS program by a member of the school administration as deemed appropriate. Red cards may be used for when urgent support is required from Admin. Classroom teachers will also be informed by either the duty teacher or the administrator who has been involved.

The Principal and/or Associate Principal will monitor repeat offenders and follow-up incidents with individual students, meeting with them as required to ensure incidents do not continue to re-occur.



DEFINITIONS

At Mosman Park Primary School we recognise the following definitions for key terms:

Inappropriate Behaviour:

Inappropriate behaviour in the classroom and playground is any activity / interaction which at the discretion of the teacher is deemed to be:

- Unpleasant
- Unsafe
- Antisocial
- Dangerous
- Destructive

Bullying:

- Is a repeated, deliberately hurtful action;
- May be physical, verbal and/or psychological;
- Is intended to cause fear, distress or harm to another;
- Is conducted by a more powerful individual or group; and
- Is conducted against a less powerful individual who is unable to resist effectively.

There are generally three people or groups of people involved in bullying incidents.

- **The child who bullies.**
Some children demonstrate bullying behaviour at certain times but it is important to not label them as “bullies” but as “children who demonstrate bullying behaviour”. The term “bully” must be seen as a verb not a noun.
- **The target of the bullying behaviour.**
To call a person who is the target of bullying a “victim” can oversimplify a situation and implies the person is powerless to do anything. “Target” is a more appropriate term and more widely accepted.
- **The bystander.**
The bystander can have a major influence on a bullying incident. The influence can range from being the instigator through to being an innocent witness who may be quite affected by what is seen. The behaviour of bystanders is important and needs to be treated as importantly as both the child demonstrating the bullying behaviour and the target.

Often a child will be reluctant to report bullying behaviour for fear of being seen as a “dobber”. It is important to distinguish between “dobbing” and “telling”.

- **Telling** occurs when your aim is to stop a problem.
- **Dobbing** occurs when your aim is to create a problem.

Fighting

Making physical contact with intent to cause harm. Fighting can be physically and emotionally painful.

Rough Play

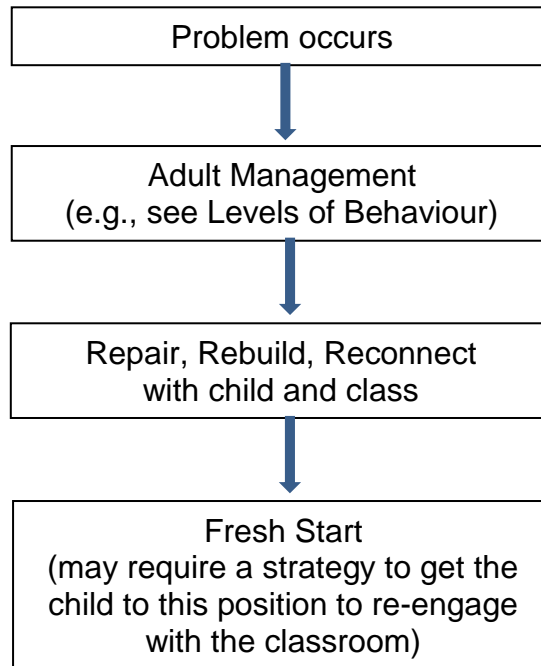
Play which is without hurtful intent but may include shouting, wrestling, shoving, pushing, hitting.

Harassment

- Causes hurt or fear
- May be deliberate or as a result of thoughtlessness
- Includes:
 - Physical – hitting, pushing, kicking etc.
 - Non-Physical – teasing, name calling, intimidation.
 - Emotional – ignoring, power imbalance, manipulation.

Note: Bullying is continued and persistent harassment.

Behaviour Support Pathway - for supporting students through a problem in order to re-engage in the classroom:



Restorative Justice Questioning

These are used in a non-judgemental way that communicates a genuine desire for understanding. Setting is important when using the questions, a private setting is the best time to use the questions. Being calm is a large factor in using the questions. If you are unable to be non-judgemental at the time of the incident, wait for a time when you are ready to discuss the issue without strong emotions. This will allow the conversation to flow more smoothly.

K-2 Questions	Years 3-6	
	Responding to the challenging behaviour (doer)	Responding to who has been harmed (victim)
What happened?	What happened?	What did you think when your realised what had happened?
How did that make you feel?	What were you thinking of at the time?	What impact has this incident had on you and others?
So what you're saying is when --- behaviour--- happened you felt --- emotion---	What have you thought about since?	What has been the hardest thing for you?
What can you do to solve the problem?	Who has been affected by what you have done? In what way?	What do you think needs to happen to make things right?
What do you need from (the other person) to solve the problem?	What do you think you need to do to make it right?	
Is the problem solved?		



ROLES WITH RESPECT TO POSITIVE STUDENT BEHAVIOUR SUPPORT

Classroom Teacher Roles

Maintain supervision between 8.30am and 3.10pm excluding breaks.
Supervise students during breaks when assigned to playground duty.
Implement Behaviour Support Plan.
Identify students requiring an Individual Behaviour Plan and implement the plan.
Consult with, inform and engage with parents with regards to student behaviour.

Duty Teacher Roles

Teachers will familiarise themselves with the playground duty roster and attend their duty promptly. They will carry out their duty in accordance with the Mosman Park Primary School Duty Procedure.

Non-teaching Staff, Parents and other Approved Adults

General non-teaching staff, parents and other approved adults should not be left in sole supervision of any group of students, unless supervision has been negotiated with them. The teacher responsible for delegating this responsibility should:

- **Assess** the risks involved.
- **Request** that the person undertake supervision of the group.
- **Respect** the decision of the person.
- **Instruct**, give any instructions, which will minimize risks and ensure the task is undertaken satisfactorily.

It is appropriate that non-teaching staff would support the Behaviour Support Plan and ensure students are following the School Rules, however, it is not appropriate for non-teaching staff or parents to undertake any disciplinary action with the students outside those negotiated with the teacher as above.

Administrators Roles

The administration team comprises of the Principal, Associate Principals and Learning Support Co-ordinator. It may also include any Level 3 teachers in the school. In the absence of the administration team, any special responsibilities teachers or senior teachers are to act in their absence. These teachers are to act under the direction of the administration team and to report any action taken to the administration team upon their return.

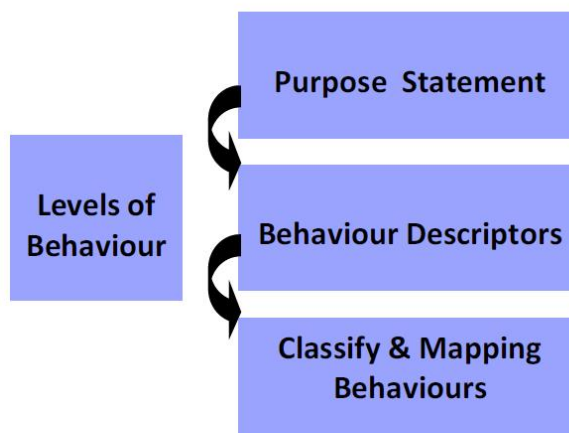
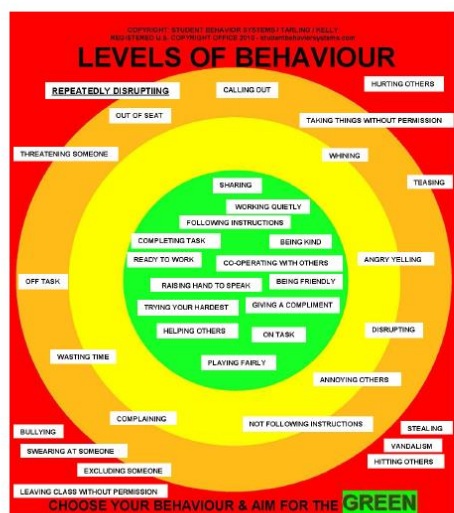
The administration team act as the final step in the Positive Student Behaviour Support Plan process. They are involved in the reflection process when students are referred to administration for breaches of discipline both in the classroom and playground. The Administration record interventions with students on SIS as deemed appropriate. They are involved in any decision-making regarding serious breaches of behaviour and follow the processes outlined in the Department of Education Student Behaviour Policy and Procedures.

LEVELS OF BEHAVIOUR FRAMEWORK

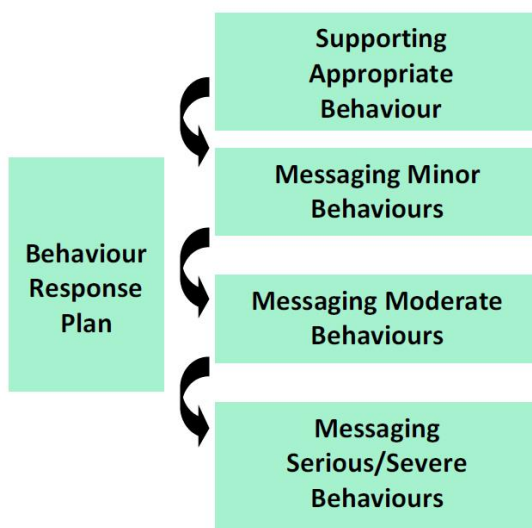
Levels of Behaviour (LOB) is a teaching framework that engages students and teachers' to develop understandings of behaviour and consequence. The framework has been shown to facilitate the following outcomes:

- *Shared understanding of Class Purpose (reasons we come to school)*
- *Explicit understandings of behaviours that support class learning and how they will be positively recognised and reinforced in class*
- *Explicit understanding of behaviours that impede learning and what all stakeholders can expect will guide teacher decision making and actions.*

Using the framework consistently leads to a collaboratively developed model of student engagement. This assists the class teacher in facilitating positive behaviour in the classroom and effective and efficient management of inappropriate behaviour.



BEHAVIOUR CONSEQUENCES



3 Getting Started with Levels of Behaviour in the Classroom

Preparation

We would recommend an A1 sized Levels of Behaviour chart as an essential start point prior to commencing Levels with your class. This can be organised by loading the Levels of Behaviour chart pdf onto a memory stick and taking it to a commercial print business such as Office Works. An A1 laminated poster costs approx. \$30 per poster.

Prior to commencing the Levels process with a class we would recommend reflective thoughts on;

- What you would like your purpose statement to include ?
- How would you like to go about developing a purpose statement- cooperative group construction, class discussion, reflective writing etc ?
- Typically what behaviours would you like to be specific for your setting/class, both acceptable/positive behaviours to nurture, build and consolidate as well as the ranges of unacceptable behaviours you would like to focus on reducing?
- Which other stakeholders will you need to liaise with during this process and how can you build cooperative support networks eg parents, administration etc?
- Link your Behaviour Descriptors to a set of 3-5 EXPECTATIONS (see LOB Matrix)

Discussion & Development of Levels with Class

The value of the Levels process is the discussion, explicit focus and class/group construction of knowledge that is represented on the chart. This process is well documented in the Levels of Behaviour handout we have produced. Please contact/post if you would like an updated copy.

At the conclusion of Levels process with your class you will have

- A Class Purpose Poster/Visual
- Levels of Behaviour chart with behaviour descriptors relevant to your context added to the chart via class input.
- A Levels Consequence chart that outlines what can be reasonably expected for the varying levels of behaviour

Verbal Prompts & Scaffolding- Using the Levels Visuals in Class

We would highly recommend that the chart be referred to when discussing behavioural issues drawing students in to reflective/metacognitive reflection through prompt questions such as

- *Where do you think that behaviour would be at the moment?*
- *Is there a green behaviour that would help right now?*
- *Is there a green way to show? (anger/frustration)*

Incorporating Levels Discussions Regularly

We would recommend that to begin with reference is made to the class on a regular basis and that an at least weekly discussion is held to fine tune, add change or modify. Consistent reference to the visuals is a cornerstone of the approach, a once off lesson and then the putting away of the charts will have minimal impact on any positive behaviour change.

Class Level Social Skills

It is possible to include pro-social class social skills in the interactive whiteboard version of Levels of Behaviour and then use hyperlinks to build sets of examples and indicators to illustrate examples of such behaviours. There is the prospect for significant value in this process as understandings would be build from real class examples and added to through the year.

Additional Support Materials

We have developed a range of support material to support the concept. Examples of support materials includes

- Levels of Behaviour Tracking Book
- I'm in the Green Wristbands
- Interactive Whiteboard charts and activities
- Green behaviour Goals Daily record Book for students

For more details about Levels of Behaviour, please see *000 Levels of Behaviour Information Handbook 2016* on S:\AdminShared\E5317S01-Mosman Park PS\Teaching Staff\Staff Information\Policy\Behaviour Management \



MOSMAN PARK PRIMARY SCHOOL SUPERVISION OF STUDENTS AND PLAYGROUND

Teachers have a duty of care to all students. Duty teachers arrive punctually and are visible in fluoro vests at all times. Teachers move around designated area and actively engage in the supervision of students.

Before School Supervision of Students:

Students are expected to arrive at school from 8.30am. Students who arrive early sit on the verandah, under the fig tree or undercover area if raining. At 8.30am classrooms are opened and, under the supervision of the classroom teacher, students are expected to ready themselves for the day. Parents are reminded that there is no rostered adult supervision if they choose to send their child to school outside of designated school times.

Supervision of Students During Recess and Lunch Breaks.

Teachers are rostered on to supervise students during recess and lunch times (see duty roster in the staff room) – there are three teachers on duty overseeing the three areas from Year 1-6. There are designated zones for different age groups. Pre-Primary can use the eastern end of the Area 2 to play as well as the enclosed area around PP. Yr 1 and Year 2 can use all areas except the top oval; Years 3 to 6 children can use all areas including the oval and the play equipment near the Alf Adams pavilion. During wet weather these areas are changed to the verandas, library and Undercover Area. A separate roster is provided for Pre-Primary within the Pre-Primary yard and the Eastern play area. Additional admin supervision is organised for targeted supervision.

Playground Duty

It is the responsibility of staff members to be aware of their rostered duty. Staff members unable to complete a duty need to arrange a swap and record the changes on the whiteboard. There are three staff covering specific areas during each duty time, plus a roving teacher and additional EAs for students with behavioural needs.

Duty Equipment

Teachers collect a duty bag, fluoro vest and should take a mobile phone when on oval. Bags are located in the staffroom. Duty bags contain basic first aid equipment, a medical file, playground incident forms, and a red emergency card.

Supervision Areas

At first lunch all students begin by sitting around fig tree/quadrangle area or in the undercover area/veranda when wet. Once students are dismissed, a duty teacher supervises on the top oval, lower playground and lower oval. The library is open at second lunch on rostered days.

Out of bounds areas

Certain areas around the school are out of bounds for students for safety and supervision reasons. They include: the area behind the library; the car parks, including the area immediately behind the transportable rooms where staff park; behind the basketball court fence; and behind the toilets. Students must also play only in their year group's designated zones. The area between the staffroom, verandas and the front office are "no running" areas as is the lunch eating area during that time.

Student Injuries

Duty teachers carry a duty bag with some items of first aid. Minor injuries can be treated by the duty teacher. Students with injuries requiring more involved first aid are directed to the front office and accompanied by another student. For more serious injuries, see below.

Emergency Situations

Should a situation occur which the duty teacher considers to be an emergency, the red card from the duty bag needs to be sent to the office by means of a reliable student or phoned in if the teacher has a mobile.

Playground Behaviour

Duty teachers are to deal with minor breaches of discipline on the spot, endeavouring to respond positively and provide encouragement. More serious breaches require a Playground Incident Report (See *Appendix 8*) to be filled

out by the duty teacher and given to the administration team. In cases where the behaviour is rated as an emergency, the duty teacher sends a reliable student to the administration team with the red emergency card.



MOSMAN PARK PRIMARY SCHOOL WHOLE SCHOOL BULLYING POLICY

RATIONALE

Mosman Park Primary School aims to provide an inclusive learning environment that is welcoming, safe and supportive. Every member of our community has a right to enjoy a school that is free from bullying, violence or harassment. We each have a responsibility to prevent bullying and to respond to reports and observations of bullying. Within our school community bullying is unacceptable and will not be tolerated.

DEFINITION

BULLYING:

- Is a repeated, deliberately hurtful action;
- May be physical, verbal, social and/or psychological;
- Is intended to cause fear, distress or harm to another;
- Is conducted by a more powerful individual or group; and
- Is conducted against a less powerful individual who is unable to resist effectively.

CYBERBULLYING

Cyber bullying refers to bullying through information and communication technologies.

Cyber bullying is dealt with in the same manner as other bullying incidents. Students participate in preventive and education based activities for students eg. Cyber smart programs. Acceptable use and Code of Conduct for Internet use are signed by all students and parents. While the school is available to offer advice and support material and inform parents of cyber bullying incidents if reported to the school, ultimately, incidents of cyber bullying that happens after school hours, is the parent's responsibility. The school can help with talking to the students involved and working to mediate and restore relationships

RIGHTS AND RESPONSIBILITIES

At Mosman Park Primary School we recognise that care for all is a joint responsibility between staff, students, parents and the wider community. Teachers, students and community members play an important part in raising awareness of the issues and creating and maintaining a supportive, safe school environment.

Rights	Responsibilities
Students	
Students have the right to attend school without being bullied.	Students have the responsibility to allow other students to attend school without being bullied.
Staff	
Staff have the right to expect a learning environment free from bullying.	Staff have the responsibility to ensure that measures are enforced to ensure against bullying.
Parents	
Parents have the right to expect that their children can attend school without being bullied.	Parents have the responsibility to take measures to ensure their children are not participating in bullying. They also have a responsibility to make staff aware if they suspect their child is being bullied.

All staff members:

- ✓ publicly state to their students that bullying is not tolerated at Mosman Park Primary;
- ✓ model appropriate behaviour;
- ✓ develop ways to ensure that students can report inappropriate behaviour without fear of reprisals;
- ✓ actively promote cooperation among all school community members;
- ✓ encourage parents to discuss bullying with their children in a developmentally appropriate manner;
- ✓ encourage open communication with parents to enable them to feel comfortable to discuss bullying;
- ✓ encourage non-involved students to take positive action in both supporting students who are bullied and discouraging bullying behaviour;
- ✓ be observant to signs of bullying;
- ✓ report signs of bullying and encourage students and parents to do likewise;
- ✓ treat reports of bullying seriously; and
- ✓ intervene in bullying incidents in a consistent manner.

PREVENTION STRATEGIES

Mosman Park Primary School is proactively involved in the development and ongoing implementation of strategies which will support the prevention of bullying. These include:

- Whole school strategies
 - ✓ Social/Emotional learning implemented in all classes - You Can Do It! and similar programs – programs for peak ages Yr 3 -5
 - ✓ Participation in targeted incursions and excursions (eg Bully No More!)
 - ✓ Shared leadership with a focus on whole school pastoral care – Suggestion Box/Feedback for student voice
 - ✓ Close collaboration with parents and the wider community on bullying
 - ✓ Active staff engagement and commitment to keeping our workplace free of bullying and harassment
 - ✓ The provision of incentives to students for developing and maintaining appropriate behaviour
 - ✓ Students encouraged to be an 'upstander' rather than a 'bystander,' – students encouraged to get help/advise staff, as well as modelling and mentoring others + Chaplain craft table and buddy bench for students who have no-one to play with for the break – older buddy committee members to support them – Yr 6 leaders
 - ✓ Extra duty teachers to target bullying behaviour and other negative behaviour – support students to behave positively and keep the yard safe
 - ✓ Frog Bog/Garden area for quiet/peaceful spaces to relax
- Targeted early intervention strategies
 - ✓ Identification of cohorts of student vulnerable to bullying and implementation of targeted support
 - ✓ Provision of access to specialist/pastoral care staff (including Chaplain, school psychologist, LSC) for students who are at risk of being bullied or bullying
 - ✓ Proactive approach to repairing and rebuilding trust and relationships between identified students

PROCEDURES AND CONSEQUENCES OF BULLYING

Staff Response to Reported Bullying

A process that can be used when bullying is reported:

- Less serious incident – offer advice
- Serious incident – Listen carefully to the 'targeted student', offer advice, talk to the 'student who demonstrates bullying behaviour' using a non-threatening approach and take appropriate action.
 - Listen
 - Ask prompting open-ended questions – let them speak
 - Acknowledge their feelings
 - Talk about the options the child might like to take
 - Encouragement – let them know there is hope, and follow up
- Follow-up by checking on both the student who demonstrates bullying behaviour and the targeted student to ensure the situation has been resolved.

- Refer incident to administration.

What happens when bullying is reported to administration?

- Both the student who demonstrates bullying behaviour and the targeted student will be referred to an administration team member.
- In addition, a further range of options are available including no blame approach, methods of shared concern, restorative practice, detention and suspension.
- The behaviour is monitored in SIS. Main details will be noted to enable patterns to be identified.
- Parents will be informed about serious or repeated bullying and school response.

Step 1 Information gathering may include:

- Speaking to the targeted student, student who demonstrates bullying behaviour, parents, peers and teachers. (No-blame approach).
- Consulting records.
- Observations

Step 2 Reporting:

- Complete incident report on SIS
- Inform Administration

Step 3 Action taken may include:

- Informing parents of incidents and school response.
- Informing relevant staff and seeking support from Chaplain, School Psychologist etc
- In-school reflection break or supervised restricted play
- In school suspension
- Restitution financial, social, emotional
- Positive Behaviour Support Plan – including loss of *Good Standing*
- Class meeting debriefing

Step 4 Follow up may include:-

- Restitution (teaching social skills to ensure the child has learned acceptable behaviour to restore the relationship with the class)
- Speaking to the victim and parents

Information for parents

To maintain open and effective communication, parents are encouraged to contact the school should they require additional information or have any concerns.

Friendly Schools and Families website. <http://www.friendlyschools.com.au/parents/primary/index.php>

MOBILE PHONE POLICY

Rationale

With increasing use of mobile phones, there is a necessity for an understanding of what is and what is not appropriate in the school setting. The purpose of this document is to ensure that the use of mobile phones does not affect teaching and learning and the good management of the school. The following statements are applicable to all members of the school community whilst they are on campus. Staff and students (through the Student Council) support the etiquette guidelines below.

Guidelines

The school and community do not consider it necessary for primary school students to bring mobile phones and/or other electronic communication devices to school unless there is a compelling reason to do so. In cases of emergency and in circumstances of genuine need, a telephone in the front office will be made available to students.

If it is necessary for a student to bring a mobile phone to school, the phone should be handed into the front office on arrival, where it will be kept during school hours. The phone will be placed in a named bag and should be switched off. It may be collected when the student leaves the school for the day. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile. Parents will be contacted if issues arise on this matter.

Mobile Phone Etiquette for Students

The sole responsibility for mobile phone security rests with the owner of the phone.

- Mobile phones once at school need to be handed in at the office and collected at the end of the school day.
- Students who have not handed their phone into front office are considered in breach of the Mosman Park Good Standing Guidelines.
- Phones being used during school time 8:50am - 3:10pm will be confiscated and be available for collection by the student's parent from the office. Parents will be notified of the confiscation



Reflection Sheet

♦ Show confidence ♦ Show resilience ♦ Be persistent ♦ Be organised ♦ Get along

Name _____ Year ____

Staff Member _____ Rm _____ Date _____

What happened? What did YOU choose to do?

I felt...



Angry



Worried



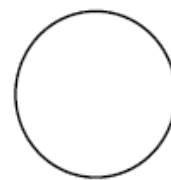
Shocked



Sad



Embarrassed



Other

Circle the rules you broke:

- | | |
|---|----------------------------|
| 1. Mutual Respect | 4. Safety first; hands off |
| 2. Personal Best | 5. Active Participation |
| 3. Attentive Listening & following instructions | 6. Care for all property |

Draw who was affected

How did you make them feel?



Angry



Worried



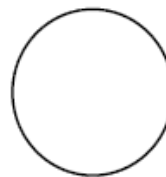
Shocked



Sad



Embarrassed



Other

Draw yourself making a better choice

What can you say or do to make things right?

Teacher comment:

Teacher Signature: _____



REFLECTION SHEET

♦ Show confidence ♦ Show resilience ♦ Be persistent ♦ Be organised ♦ Get along

Name: _____ Year and room number: _____ Date: _____

Sheet given by _____

What happened?

How were you feeling when this happened?



Angry



Worried



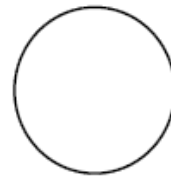
Shocked



Sad



Embarrassed



Other

Circle the rule(s) you broke:

- | | |
|---|----------------------------|
| 1. Mutual Respect | 4. Safety first; hands off |
| 2. Personal Best | 5. Active Participation |
| 3. Attentive Listening & following instructions | 6. Care for all property |

What could I do next time?

What can I do to make things right?

REFLECTION SHEET:



- ♦ Show confidence
- ♦ Show resilience
- ♦ Be persistent
- ♦ Be organised
- ♦ Get along

What did you do? I chose to

Who was affected by this?

What will you do differently next time?



What can you do/say now to try to make things right?



Signed: Student: _____



Teacher: _____



Playground and Classroom Behaviours:



- | | |
|---|----------------------------|
| 1. Mutual Respect | 4. Safety first; hands off |
| 2. Personal Best | 5. Active Participation |
| 3. Attentive Listening & following instructions | 6. Care for all property |



 Mosman Park Schools 	
This ticket is presented to _____	
For demonstrating _____	
Mutual Respect <input type="checkbox"/>	Active Participation <input type="checkbox"/>
Safety First <input type="checkbox"/>	Attentive Listening <input type="checkbox"/>
Personal Best <input type="checkbox"/>	5 Keys _____ <input type="checkbox"/>
Teacher: _____ Year Group: _____	
House: Baldwin <input type="checkbox"/> Buckland <input type="checkbox"/> Stirling <input type="checkbox"/>	
Place this ticket in the box near the office to register for a prize drawn at assembly	



 Mosman Park Schools 	
This ticket is presented to _____	
For demonstrating _____	
Mutual Respect <input type="checkbox"/>	Active Participation <input type="checkbox"/>
Safety First <input type="checkbox"/>	Attentive Listening <input type="checkbox"/>
Personal Best <input type="checkbox"/>	5 Keys _____ <input type="checkbox"/>
Teacher: _____ Year Group: _____	
House: Baldwin <input type="checkbox"/> Buckland <input type="checkbox"/> Stirling <input type="checkbox"/>	
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Place this ticket in the box near the office to register for a prize drawn at assembly	

LEVEL 1 INCIDENT - minor**MOSMAN PARK PRIMARY SCHOOL
Playground/classroom Incident Report**

Appendix 9

Date: _____ Recess 1st Lunch 2nd Lunch Other

Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member: _____

LEVEL 1 INCIDENT - minor**MOSMAN PARK PRIMARY SCHOOL
Playground/classroom Incident Report**Date: _____ Recess 1st Lunch 2nd Lunch Other

Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member: _____

LEVEL 1 INCIDENT - minor**MOSMAN PARK PRIMARY SCHOOL
Playground/classroom Incident Report**Date: _____ Recess 1st Lunch 2nd Lunch Other

Name: _____ Year: _____ Room: _____

Description of Incident:

Comments/Record of Action Taken: _____

Staff Member: _____

At Mosman Park Primary, the **Good Standing Policy** supports our values of Excellence, Respect and Responsibility, Impact and Innovation, and Community by acknowledging and rewarding exemplary behaviour, work ethic, attendance and standards of uniform. We believe learning is enhanced in a welcoming, inclusive, collaborative and caring environment. The Good Standing Policy emphasises the importance of students taking responsibility for the choices they make on a daily basis, which impacts academically and socially on themselves and others. The Good Standing policy is a part of and works in conjunction with the whole school Positive Behaviour Support Plan and aims to provide regular acknowledgement / recognition for the majority of students who consistently behave and act according to Mosman Park Primary policies.

The processes embedded within the school's good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities to mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Shared responsibility

In partnership with students, their parents/carers and the local community, the school will establish shared expectations and responsibility for behaviour. The school's student Positive Behaviour Support Plan, including good standing requirements, will be communicated as part of this responsibility.

- **'Good Standing'** is a status all Mosman Park Primary School students are granted at the start of each five week block.
- It is the responsibility of each student to maintain their **'Good Standing'**
- Students with **'Good Standing'** are eligible to participate in Five Weekly rewards days.
- Students who lose their **'Good Standing'** may lose the privilege to participate in various events throughout the school year. Examples: - excursions, camps, interschool sporting events, sports days and Year 6 dinner dance,
- Students may lose the privilege to participate in activities where the safety of other students is a concern.

To Maintain 'Good Standing' students must:

- Comply with Mosman Park Primary School's 'Code of Behaviour'.
- Follow Mosman Park Primary School Positive Behaviour Support Plan and classroom policy and procedures (Levels of Behaviour).
- Follow the Attendance Policy
- Follow the Dress Policy

The following provides an outline of key processes in implementing good standing requirements:

Good standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan. These include:
 - Showing *Mutual Respect*
 - Placing *Safety First* in all that they do
 - Giving their *Personal Best* and taking responsibility for their own behaviour
 - Displaying *Attentive Listening*
 - Engaging with their learning through *Active Participation*
 - Wearing school uniform repeatedly (hat etc)
 - Maintaining regular attendance (no frequent or prolonged absences that is not authorised by the school e.g., medical certificate etc)

Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school Positive Behaviour Support Plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media
 - Verbal abuse of a staff member
 - Absconding from the classroom or grounds
 - Inappropriate or unauthorised use of digital devices
 - Three classrooms withdrawals to buddy class (Entered on SIS by teacher; admin and parents informed).
 - Three detentions for classroom referrals to administration. Entered in SIS by Admin and parents informed
 - Three detentions for playground referrals which have been entered on SIS by Administration.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities, classroom reward days, excursions or digital devices etc.
- This will involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate good standing

- The school aims to implement a restorative and educative return to school process to re-establish positive behaviour.
- The school will therefore develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes for that student to re-enter the program and regain their good standing and privileges.
- The school will re-instate a student's good standing after 5 weeks (or as decided by the principal).

Mosman Park Primary School/ Good Standing

I _____ understand that I need to behave in a way that allows me to keep my good standing. Loss of good standing may result in loss of privileges such as school social activities, extracurricular events, camps, excursions, digital devices etc as determined by the School Administration.

I agree to

Show *Mutual Respect* to everyone I encounter

Place *Safety First* in all that I do

Give my *Personal Best* and take responsibility for my behaviour

Display *Attentive Listening* when others are speaking

Engage with my learning through *Active Participation*, following instructions carefully

2019

Mosman Park Primary School/ Good Standing

I _____ understand that I need to behave in a way that allows me to keep my good standing. Loss of good standing may result in loss of privileges such as school social activities, extracurricular events, camps, excursions, digital devices etc as determined by the School Administration.

I agree to

Show *Mutual Respect* to everyone I encounter

Place *Safety First* in all that I do

Give my *Personal Best* and take responsibility for my behaviour

Display *Attentive Listening* when others are speaking

Engage with my learning through *Active Participation*, following instructions carefully

2019

Team Teach Aims

Key staff members will be trained in a Team Teach approach

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
- To enable services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour support strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and students/service users.

Benefits and Results

1. Positive Handling Strategies are constantly being evaluated, with safety being paramount. The number of serious incidents / restraints should decrease following training.
2. Training will help employers meet their obligations under Occupational Health and Safety legislation thus reducing potential liability claims.
3. Learning outcomes and behaviour should improve through the provision of safe learning and caring.
4. The training has a fun element. It will reduce stress, enhancing team-work, co-operation and staff morale.
5. Courses are quality controlled and assured with summary evaluation reports being produced as evidence of best value.
6. The Positive Handling Strategies have sufficient range and flexibility to be appropriate across the age and development range, for both the intentional and non-intentionally "challenging" individual.
7. There are a wide range of research and case studies available that demonstrate the success of Team-Teach in a range of settings.
8. Training enables staff to feel more confident and competent in their management of disruptive and "challenging" behaviour , reducing stress by increasing safety and security for all involved.

More information – Techniques, physical support and safety

Team-Teach training continually emphasises positive relationships as being the key element in our working. The physical techniques help to protect and maintain these relationships. Where possible, the expectation is that course members will exhaust all behavioural support strategies before they physically intervene. Where and when there is time, the physical interventions must be as a "last resort option" for staff. All physical techniques should be endorsed in policy and supported by management and those in "authority".

The training emphasises physical support as just one part of a whole setting approach to behaviour support. Physical techniques are not be taught in isolation. In Team-Teach training, they account for only two out eight modules. The physical techniques have sufficient range and robustness to be appropriate across the age and development range, for both the intentional and non-intentional "challenging" individual. The physical techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time.

There is an emphasis on appropriate and targeted verbal and non-verbal communication. Paraverbal skills matter at all times, during a restraint however, it is what you say and how you say it that is important. The aim is for the person to calm down sufficiently so that staff can return the physical control and help find a better way. A C.A.L.M. (Communication, Awareness /Assessment Listening/looking and Making safe skills) approach is expected at all times when managing such situations.

Staff are encouraged to make a risk assessment, both before, during and after any serious incident involving positive handling. Running parallel with this risk assessment is the "duty of care" question they have both to the child and themselves. Training will comply with the Human Rights Act.

There is an emphasis on the Health and Safety of course members through-out the training. Support and co-operation are key values with the emphasis being on using the minimum amount of force that is necessary in order to achieve the objectives. That the resistance used in training is proportionate to the level of confidence and competence gained. Role-play is carefully controlled by instructors and is not used until course members have acquired sufficient skill and expertise.

Where a service user requires repeated physical management, the strategies and techniques should be planned for and agreed in advance. They should be written out and included in individual care/ health/ education / behaviour support plans. The physical techniques are constantly being evaluated and monitored, with safety for staff and service users being paramount.

Team-Teach acknowledges that no single technique is foolproof. All incidents and situations carry an element of risk. The physical techniques in Team-Teach minimise risk whilst providing a caring and considered response. If "authorised adults" are to acquire confidence and competence, there will be a need for distilled number of techniques to be selected, relevant to the setting concerned, to be refreshed and practiced on a "regular" basis. New staff should be introduced to Team-Teach as part of their induction, within no more than 60 working days.

Team-Teach promotes cross-agency, multi-professional collaboration - Family and Community Services, Education, Health - All have basically similar concerns and needs in this area. Although the training packages used may be called "different" acronyms, it would be to spread ownership and knowledge of what techniques are being used and in what setting. Similar values, rationale and principles should be present with a consistency of approach that is appropriate to the setting concerned.

Conversation starters for de-escalating situations with a student

Consider using phrases like these:

- I can see that...
- I am here to help...
- Talk and I will listen
- Let's go and ...

If you can see a colleague struggling with a student, you may not wish to interfere but might need to check if they need help. You could say:

- Help's available...
- MORE help?

If you want help when dealing with a student, you could say to a colleague:

- What do you suggest?
- You can help by...

Collaborative Problem Solving

It is advised that educators would treat challenging behaviour like they would any other learning disability via:

- *Identifying problem contexts*
- *Assessing lagging skills*
- *Using a relationship based intervention/ approach to teach those skills in increments the kid can handle.*

Lagging skills helps identify and explain the behaviour. Identifying lagging skills does not excuse the behaviour. Challenging behaviour can be dangerous, disrespectful and inappropriate, and it must be addressed.

We must be able to understand what is going on in order to address the lagging skill and support the kid through collaboration to engage with the problem solving to assist the child to build new neural pathways through a helpful relationship.

This model of professional practice provides a common philosophy, language and replicable structure with clear guideposts for adults to

1. Maintain authority and compliance via collaboration rather than power and control
2. Helps youth build skills
3. Focuses on building helping relationships

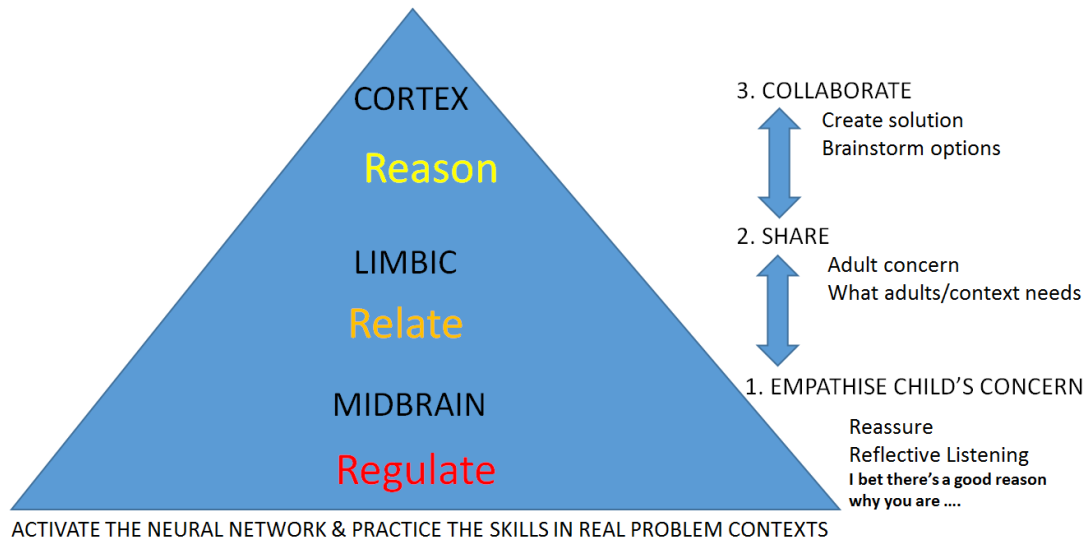
PLANNED RESPONSE TO CHALLENGING BEHAVIOUR OPTIONS

- PLAN A : The adult solution. (My way because I say it will be so)
- PLAN B : The solution is generated collaboratively (together)
- PLAN C : The kid's solution (drop it for now and address later, may give choices)

PLAN B

- 1 Empathise: Clarify the child's concern
 - The child's perspective
 - Regulate the child with active listening
 - Guess Script – *"I bet there has to be a good reason why you are"*
- 2 Share Adult Concern
 - *Learning , safety , health , order of the classroom*
 - *Expect dysregulation from the child when you raise adult concern.*
- 3 Collaborate: What do you think we could do to move on?
 - *That's an idea let's think it through*
 - *Does that work for you? Does that work for Mrs X ?*

Neurobiology of PLAN B



When to Use Plan B

Proactive Plan B when child is ready for conversation is preferred. The maximum length of Plan B discussion is 7 minutes.

Brain change takes patterns of repetitive focus.

Each incident has an antecedent, to have a proactive planned discussion is preferred compared to a discussion at the point of issue with a dysregulated child and an unprepared adult.

Emergency Plan B at point of crisis tends to be a combination of Plan A and Plan C, statement of clear adult expectations with limits and boundaries along with a choice of addressing primary issue behaviour and taking up issues with secondary behaviours at a point later.

There is no magic for a closed cortex, be safe and clearly communicate boundaries

The Intervention

1. Identify problem contexts and issues
2. Assess and identify lagging skills
3. Plan A/B/C Interventions for context
 - Plan A Crisis Management
 - Plan B Lagging Skills development of primary targets
 - Plan C Identified lagging skills to be addressed as secondary targets



Mosman Park PS Detention Slip

Date: _____

_____ from Room: _____ has received a detention for:

	Continual disruptions to class		Persistent inability to follow playground rules
	Disrespectful behaviour towards students/staff		Violent behaviour in the yard
	Damage to property		Dangerous behaviour
	Aggressive behaviour		Persistent littering in the yard
	Repeated refusal to comply with staff instructions		Other:

The MPPS Behaviour Response has been followed:

	In class responses – e.g., warnings, reflections, loss of privilege, moved location etc.
	Moved to buddy class/timeout with an independent activity or reflection sheet
	Parents notified
	Admin direction to detention

Teacher signature



Mosman Park PS Detention Slip

Date: _____

_____ from Room: _____ has received a detention for:

	Continual disruptions to class		Persistent inability to follow playground rules
	Disrespectful behaviour towards students/staff		Violent behaviour in the yard
	Damage to property		Dangerous behaviour
	Aggressive behaviour		Persistent littering in the yard
	Repeated refusal to comply with staff instructions		Other:

The MPPS Behaviour Response has been followed:

	In class responses – e.g., warnings, reflections, loss of privilege, moved location etc.
	Moved to buddy class/timeout with an independent activity or reflection sheet
	Parents notified
	Admin direction to detention

Teacher signature



____/ ____/ 2019

Dear _____

_____ has received lunch time detention today for

Could you please sign where indicated to acknowledge receipt of this letter.

Regards

Teacher: _____

Parent signature: _____



Chill Out Card

This student has permission to visit the chaplain or Associate Principal, go to the toilet, get a drink of water or sit outside their classroom for five minutes to calm themselves.



Chill Out Card

This student has permission to visit the chaplain or Associate Principal, go to the toilet, get a drink of water or sit outside their classroom for five minutes to calm themselves.



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