

Overview

Murrumburrah Public School is committed to providing safe, supportive and responsible learning environments for everyone. We teach and model the behaviours we value in our students. Promoting the learning, wellbeing and safety of all students is a high priority at our school. We implement teaching and learning approaches to support the development of skills needed by students to meet our values of curiosity, inclusion, and personal best.

The school's PBL system is a strategic and planned approach towards wellbeing. It is strongly embedded in whole school culture and practices to support the wellbeing of each and every student. The teaching and support staff are deeply committed to developing school programs that have high impact when supporting student wellbeing needs. Staff collaborate effectively with departmental, government, and non-government agencies, including speech therapists, occupational therapists, healthcare professionals, and the learning and wellbeing team, to ensure that appropriate strategies for learning and behaviour are consistently implemented, catering to the diverse learning needs of students. The school is developing strong partnerships with local pre-schools, feeder schools and secondary schools, facilitating successful transition programs at both ends of the primary school spectrum.

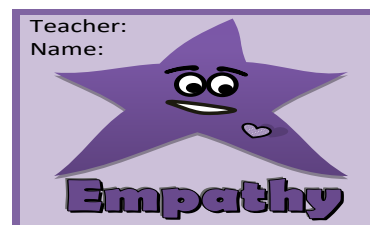
School-wide expectations and rules

	Respect	Responsibility	Empathy
All Areas	<ul style="list-style-type: none"> Keep me to me Be fair Follow teacher instruction 	<ul style="list-style-type: none"> Put rubbish in the bin Stay in bounds Move on the Bell 	<ul style="list-style-type: none"> Use nice manners Be caring and thoughtful of others Friendly talk
Front Office	<ul style="list-style-type: none"> Be polite Be patient 	<ul style="list-style-type: none"> Follow instructions Right place right time Do your job 	<ul style="list-style-type: none"> Use nice manners Use your inside voice Come and go the right way
Bus Lines/ Pick-up	<ul style="list-style-type: none"> Keep me to me Wait quietly in right area 	<ul style="list-style-type: none"> Sit in your line Follow teacher instruction Follow safety rules 	<ul style="list-style-type: none"> Be aware of people and their belongings Be considerate of all people on the bus
Canteen	<ul style="list-style-type: none"> Wait in line Keep me to me 	<ul style="list-style-type: none"> Ask for permission to go Come and go the right way Correct use of money 	<ul style="list-style-type: none"> Wait quietly Use nice manners Friendly talk
Toilets	<ul style="list-style-type: none"> Keep me to me Use the toilet and sinks correctly 	<ul style="list-style-type: none"> In, do, flush, wash, out Report problems to teacher Right place right time 	<ul style="list-style-type: none"> Privacy of others Be considerate of others
Quadrangle	<ul style="list-style-type: none"> Keep me to me Use equipment correctly 	<ul style="list-style-type: none"> Follow teacher instruction Play safely Stay in bounds 	<ul style="list-style-type: none"> Playing fairly Use nice manners Friendly talk
Assembly/Hall	<ul style="list-style-type: none"> Whole body listening Participate with pride 	<ul style="list-style-type: none"> Right place right time Keep me to me Move correctly 	<ul style="list-style-type: none"> Show appreciation Use nice manners Be considerate
Fixed Equipment	<ul style="list-style-type: none"> Use equipment correctly Keep me to me 	<ul style="list-style-type: none"> Follow teacher instruction Challenge yourself 	<ul style="list-style-type: none"> Playing fairly Encourage others Friendly talk

Acknowledging Positive Behaviour

At Murrumburrah Public School we choose to reinforce desirable behaviours in our students. When we 'Catch' students making positive choices we reward them with 'Star Cards' through our 'Free and Frequent' reward system. These cards directly relate to our three core values of **Respect**, **Responsibility** and **Empathy** and, as the name suggests, are handed out frequently both in class and in the playground. It is important to provide student(s) with feedback as to **why** they are receiving the card to again reinforce that behaviour.

Star Cards are readily available in all classrooms across the school as well as the main staff room. Please make sure you carry them with you everywhere.



Behaviour Expectations

At Murrumburrah Public School we aim to **reinforce appropriate behaviours** wherever possible and utilise the positive impact of this in the redirection of negative behaviours. On occasion students may make poor behaviour choices that will lead to a direct consequence. Our **Behaviour Referral System** outlines the process involved in dealing with these behaviours and the associated consequences. It is important that these systems are followed with **consistency** so that students are aware of our expectations across the school.

As with rewarding appropriate behaviours it is also important that we make students aware of **why** their behaviour choice has a consequence as it is not in line with our school values.

In each classroom there is a coloured chart representing each behaviour level. Student names are moved to certain levels if they are displaying those behaviours and an appropriate consequence will follow.

Murrumburrah Public School

Behaviour Referral System Explained

Respect

Responsibility

Empathy

LEVEL 1 BEHAVIOURS	ACTION
<ul style="list-style-type: none"> Calling out Not using friendly talk Interrupting Being unsafe Not using manners Disrespecting the classroom environment Not following teacher instructions 	<p><i>Name moved to yellow</i></p> <p><i>Verbal Warning</i></p>
<ul style="list-style-type: none"> Continued Level 1 behaviours 	<p><i>Name moved to orange</i></p> <p><i>5 minutes loss of play</i></p>
<ul style="list-style-type: none"> Continued Level 1 behaviours after initial warnings Hands on and hurting others (being physical in a hurtful way) Breaking or damaging property Leaving the classroom or school grounds without permission Swearing 	<p><i>Name moved to red</i></p> <p><i>Time out for remainder of play.</i></p> <p><i>Loss of play the following day.</i></p>
<ul style="list-style-type: none"> Continued Level 1 behaviours Swearing at teachers / others Aggressive behaviour Inappropriate sexual behaviour Bullying Violence Spitting Weapons Racism Lying Smoking or use of prohibited substances Property destruction with intent 	<p><i>Refer to executive</i></p> <p><i>Loss of privileges</i></p> <p><i>Suspension Warning</i></p> <p><i>Suspension</i></p>



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>. This document translated into multiple languages is available here: [Behaviour code for students.](#)

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviours for Learning (PBL)	PBL is a framework that aims to build safe, positive and productive environment. Teachers explicitly teach positive behaviours weekly and “as needed” with clear expectations that across the school.	Our students, our staff, our families
Prevention	Start up	Our startup program at MPS School takes place during the first two days of the school year and focuses on unpacking and teaching our core PBL values: Respect, Responsibility, and Empathy. These foundational days are dedicated to providing explicit instruction that sets clear Tier One expectations for all students. Through engaging activities and discussions, we ensure that students not only understand but also embrace these values, establishing a strong culture of positive behaviour and a shared commitment to our school community.	Our students
Prevention	Breakfast Club	This program gives students the opportunity to eat a wholesome, nutritious breakfast on a regular basis. Having breakfast has a positive impact on factors such as physical and mental health, social skills, concentration, behaviour, attendance and academic outcomes.	Our staff and our students
Early intervention	Learning Support Classes	Working with Learning Support teachers our school program provides support in English and Math. These classes are bases on a collection of data and conversations with teachers and parents. Support classes play an important part of our teaching and learning process to support students and their learning.	Our students
Early Intervention	Attendance	Our school has a strong focus on yearly school attendance. We have class systems in place on reviewing attendance, whole class rewards and using School Bytes to engage with parents around their child attendance. Our schools AP Learning and Support/ Wellbeing teacher plays an important role in monitoring our school attendance. This role entails collecting attendance data, newsletter items, phone calls to parents, letters home to at risk students and reports to Learning Support meeting.	Our students, our staff, our families

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Transition Programs	<p>Work with surrounding preschool and families to support transition. Gain access to NDIS early intervention supports. Parent meetings/ observations</p> <p>Work with surrounding feeder schools to support transition to High School. - this involves approx. 8 days at MPS to meet/ connect with our current year 6 cohort. These days we have guest speakers, run the Shine Bright program for girls and the Mindful Movers Program for boys - this is run at the local gym and is about mental health, self-care etc. Our guest speaker talks about careers, Mental and physical Health, living with difference and disability.</p>	Families and new students
Early Intervention	Learning Support Coordinator	<p>Our AP Learning Support Coordinator is a vital student's part of supporting our students. The role of our coordinator is to work with teachers in creating Behaviour Management plans, Risk Assessments, complete Access Request for in class student support, link families to services, delivers works shops to students around anxiety, resilience and anger management.</p>	Our families and our teachers and support staff
Targeted Intervention	Brave Girls/Brave Boys	Focus on social and life skills and emotional regulation, as well as health and wellbeing	Our students
Targeted Intervention	Start Up / End Up Program	<p>Transition and attendance Program to assist with getting students into routine and to ease anxiety around transition. Pick-ups from home/Breakfast and sensory play. Set up goals for the day.</p> <p>To assist with transition and de-escalation before going home</p>	Our students
Individual Intervention	Individual Learning Plans (ILP)	An Individual Learning Plan (ILP) provides targeted intervention focusing on a student's individual strengths and areas for development in order to raise the achievements of at-risk students. Teachers plan, monitor, manage and evaluate student achievement to identify specific learning needs and appropriate teaching and	Our students, our staff, our families

Care Continuum	Strategy or Program	Details	Audience
		learning intervention strategies. Ongoing monitoring of student progress provides data to track learning and inform decision-making regarding content, learning strategies employed, allocation of time for instruction and practice, and the environment in which the intervention is conducted.	
Individual Intervention	Learning Adjustments	Adjustments are used to in our school to make changes to teaching and learning programs, lessons, assessments, or the school environment for students with a disability. Adjustments allow all students to access and participate in education on the same basis.	Our students, our staff, our families

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

Responses to serious behaviours of concern

For serious behaviours of concern our school will respond by:

- Removing other students from the classroom or surrounding area
- Call parents to potential collect their child
- Providing support for the student of concern
- If the child leaves school the police may be called
- A Suspension Warning letter to be sent home
- 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.

Reporting and recording behaviours of concern

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

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

Reflection and Restorative Practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
In Clas behavioural referral Systems	During break times, up to 20 minutes depending on the complexity of the incident	Principals and AP's	School Bytes
Time out	10 minutes on the playground in a specific supervised area or Buddy Classroom	All teachers	School Bytes
Restorative practices -Reboot – student conferences	Ongoing	All teachers Principal and AP's	School Bytes

Partnership with parents/carers

Murrumburrah Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by presenting to P&C meetings and emailing out to all parents seeking feedback and comments. Murrumburrah Public School will communicate these expectations to parents/carers by weekly newsletter, Seesaw and School Bytes notifications.

Review dates

Last review date: [20.11. 2024]

Next review date: [28.02. 2025]