Melville High School

CULTURE FOR CONSISTENCY PROCEDURES

Executive Principal: Andrew Ryder

Phone: (02) 6562 7511

Email: melville-h.school@det.nsw.edu.au

Address: 44-50 Nicholson Street, South Kempsey, NSW, 2440

Effective: 2025

Review Date: December 2025

Melville High School

Respectful | Responsible | Resilient

Behaviour Support and Management Plan 2025

Contents

Overview

Melville High School's Behaviour Support Management Plan (Culture For Consistency) uses a Restorative Practice approach that involves focusing on relationships, connection and repairing harm.

Melville High School is committed to fostering a positive and inclusive school environment where every student feels valued and supported, with the belief of connection before correction and every negative incident leading to a learning opportunity.

Melville High School's Behaviour and Support Management Plan is centred around restorative practice approaches and is all about RELATIONSHIPS.

At Melville High School Restorative Practice is creating and nurturing meaningful and just relationships. Restorative Practice helps us recognise our inherent connections to one another and our communities. Good quality relationships between students, teachers, school leadership and other staff humanise the classroom and help create an effective learning environment. Restorative Practice is a way of being, thinking, interacting, teaching and learning with relationships at the centre of all we do, every day at Melville High School.

Melville High School uses Restorative Practices in classrooms with a focus on learning with high expectations for every student. All students can achieve high standards given the right time and the right support. Melville High School's restorative approach ensures that classrooms are vibrant, dynamic, evolving learning communities built on meaningful relationships between students, teachers and support staff. Students learn through relationship to value, understand, practice, and build crucial life skills of working together, supporting and critically challenging one another, and fostering each other's individual development and the wellbeing of the community. Restorative pedagogy connects students with themselves, each other and their learning.

CESE's (2020) What works best states that teacher-student relationships may be the most critical of all relationships at school. Positive teacher-student relationships are one of the strongest influences on student **academic outcomes** (Hattie 2009 cited in CESE 2020:34) and can lead to more **positive classroom behaviours** (Marzano, Marzano and Pickering 2003 cited in CESE 2020:34). Some studies suggest that the role of the classroom teacher may be as important, or even more important, than a student's family background in ensuring their success at school (CESE 2020:34).

## Links to the Department of Education online Restorative Training

Further information, training and professional learning can be accessed via the link on the new Restorative Practice webpage or via behaviour professional learning catalogue.

Parent/ caregiver important document links	MHS staff resources and document support links
1. DoE Behaviour code for students. 2. DoE Student Behaviour policy 3. DoE Suspension and Expulsion procedures 4. Melville High School Website 5. Melville High School Parent Portal	1. MHS Staff Handbook 2024.pdf 2. MHS Learning and Support Team Guidelines 3. MHS Transition Procedures.docx 4. MHS student Handbook 5. MHS Morning Check in procedures

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.
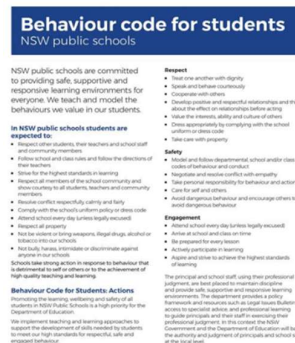
Partnerships

Melville High School utilises our local **Delivery Support Team**, **Macleay Valley AECG** and **P&C** to form partnerships in the development and implementation of student behaviour support and management strategies. The communication of the strategies will be made through established channels including but not limited to scheduled parent information evenings and assemblies, the MHS website, MHS Facebook page, School Newsletters, MHS Instagram, parent email, parent Sentral portal and targeted communication relating to specific student behaviours. The **School Newsletter** is used to inform parents and carers on engagement expectations with Melville High School.

Addressing conflict at Melville- Restorative Practices

Using Restorative Practice to address conflict at Melville High School is seen as a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes.

Melville High School's Restorative Practice is about learning to listen deeply to one another and to truly see those around us. It is about sharing our own stories and perspectives and attempting to understand the perspectives of others. When adults and students practice mutual respect through communication, empathy and trust is built and enacted daily. This enables Melville High School's classrooms to become robust learning communities where all students can engage and take risks with their learning.

Melville High School's approach to Restorative Practices brings out the best version of both staff and students. Building trusting, supportive classroom communities where students find effective ways to respectfully hold themselves and one another accountable.

The compass of shame and feeling "spikey"

Students learn that shame is a normal biological response that happens when positive emotions are interrupted which makes people feel "spikey" When someone experiences shame, they might display certain behaviours. See diagram of the 'compass of shame'.

The Compass of Shame

Teaching students to recognise the "spikey" feeling of shame is important and discussing this is not something they want to feel all the time. Ongoing shame creates isolation, separation and poor mental health. Melville High School staff encourage students to sit with this feeling, think about how they need to make things right and be the best version of themselves. Teaching students to Pause...... Respond don't react. Reach out and ask for help or seek support. Melville High refers to the compass of shame as an "echidna" and the shame response is feeling "spikey". Melville High school staff use scripted conversations with student around echidna responses and feeling spikey, These conversations often take place in Morning Check-in (Roll Call) as an important start to every student's day at Melville High School.

Restorative approaches range from **preventative practices** and informal conversations to more **formal conferences**. The care continuum (staff only) facilitates the implementation of a whole school prevention-focused positive approach to behaviour support to meet the needs of all students. Students may require different types of intervention delivered in different ways along a continuum of care.

## The Relationship Matrix/ Practice Domains
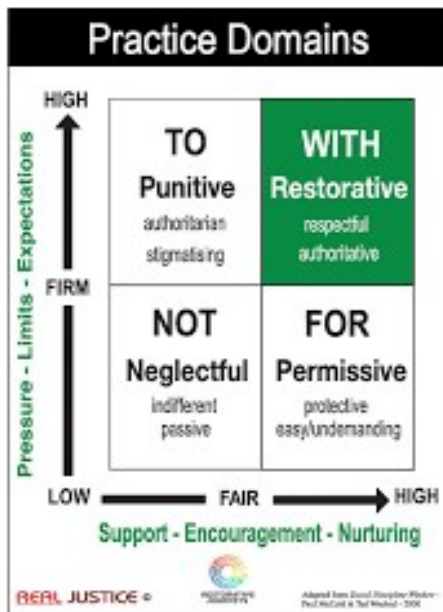
What is the relationship matrix?

The success of restorative practice in schools relies on the positive relationships fostered among students and staff. Teachers should establish and maintain healthy relationships with students and agreed ways of interacting. This requires teachers to examine their beliefs and expectations about their role, and the role of a student in a school.

The **relationship matrix**, also known as the 'Social discipline window' (Evans and Vaandering 2022), helps teachers to consider the interactions they have with students. The 4 quadrants of the matrix result from the intersection of 2 axes:
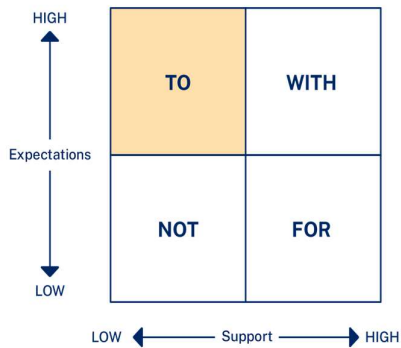
1.   **Expectations**

2.   **Support**

The relationship matrix, a grid with four quadrants labelled as follows:
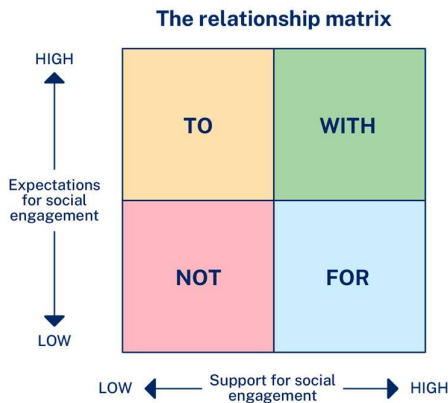
- Top left quadrant: 'TO' (High expectations for social engagement and low support for social engagement).

- Top right quadrant: 'WITH' (High expectations for social engagement, high support for social engagement).

- Bottom left quadrant: 'NOT' (low expectations for social engagement and low support for social engagement).

- Bottom right quadrant: 'FOR' (low expectations for social engagement and high support for social engagement).
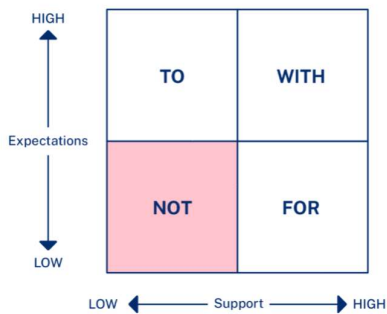
Quadrants of the relationship matrix

The TO quadrant

High expectations and low levels of support

This quadrant represents approaches where there are high expectations and boundaries in place and students are held to a high account for their behaviour. However, time is not taken to understand students' personal challenges or provide emotional support.

Students may comply with the rules to avoid punishment, but they may feel disconnected from the teacher or that their needs are not understood.

The NOT quadrant

Low expectations and low levels of support

The NOT quadrant represents approaches where expectations and boundaries are not consistently in place, nor adhered to. Time is not taken to provide emotional support either so students feel unsafe and will often disengage from learning.
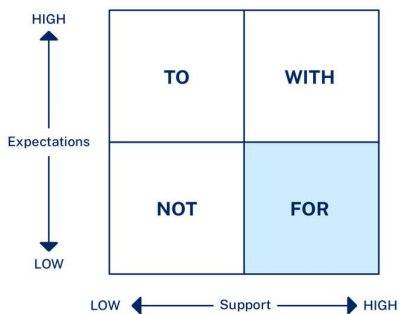
The FOR quadrant

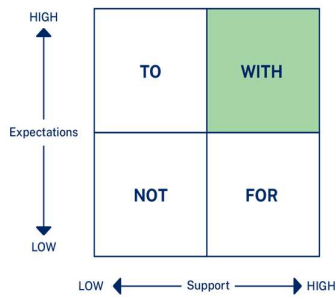**Low expectations and high levels of support**

This quadrant represents approaches where students feel comfortable expressing themselves and sharing their thoughts and feelings as they are offered emotional support and relationships are valued. However, there may be minimal structure or consistency in terms of expectations and boundaries which leads to students feeling confused and frustrated.

High expectations and high levels of support

This quadrant represents approaches where there are high expectations and boundaries in place and students are held to a high account for their behaviour. In addition, students are also provided with individualised support and empathy when they encounter difficulties.

Teachers and students **work together** to understand the barriers to meeting expectations and how they can be addressed.

Students feel supported, respected and secure. Understanding the clear expectations provides a sense of stability.

The goal when working restoratively is to work **WITH** students to provide a **high level of expectation** for social engagement along with a **high level of support** for social engagement. Melville Strives for all staff and students to be working in the **WITH** box.

Circles and MHS Morning check- in procedures

Circles are a versatile and effective tool for **promoting collaboration**, **building relationships** and **addressing conflict**. They aim to open dialogue and explore issues that matter, whilst actively providing voice and agency.

Origins of circle pedagogy

First Nation communities from various cultures around the world have used the circle formation and process in many aspects of life including social gatherings, healing, celebrations, and conflict resolution.

For our Aboriginal communities in NSW, this may be known as a **Yarning circle**.

Yarning circles come with their own set of local cultural protocols and processes. School staff are encouraged to work with their local Aboriginal communities when implementing Yarning circles in their schools and classrooms.

What can circles look like in the classroom?

A classroom circle usually involves students and teachers seated in a circle formation taking turns to speak. Participants (including the teacher) are seated on chairs or on the floor – whichever option is most accessible. The shape and formation of a circle fosters an environment where **everyone is valued, respected and given an equal opportunity to contribute**.

Benefits of circles

Circles have the capacity to stimulate engagement, develop emotional awareness, contribute to more connected and inclusive classrooms and enhance belonging through participation as a valued member of a group (Dobia et al. 2019). In addition, circles encourage the development and teaching of **social competencies**, such as:

- active listening

- taking turns to speak

- speaking about a topic in front of peers
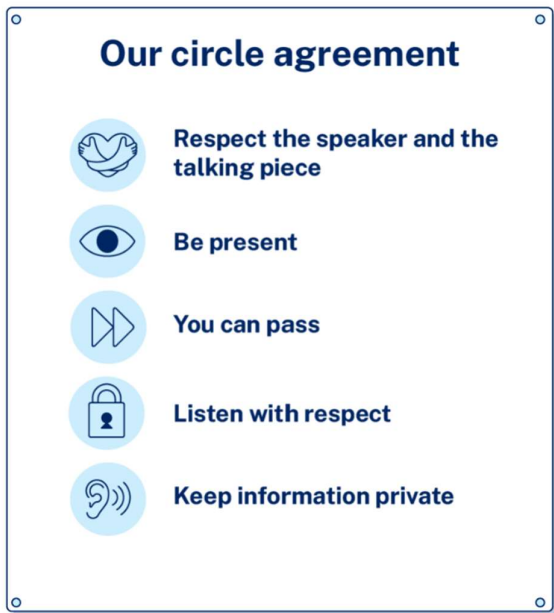
- controlling impulses

- respecting difference.

Through participating in circles, students learn the value of building and maintaining peaceful classroom communities whilst developing and using language that is reflective of restorative practice.

Types of circles at Melville High School

The circle process has been adapted and is used in many educational and classroom settings. Some common names for circles used in classroom settings at Melville High School are circle time, Check-in circle (Roll Call), classroom brainstorm circles. These circles broadly fall into 3 main categories – **classroom connection circle, Morning Check in circles (Roll Call)** and **restorative circles**.

Classroom connection circles give students an opportunity to establish positive connections. They are a universal intervention or preventative approach that aims to establish and maintain safe, respectful learning environments for all students. Classroom connection circles can also be used as an **early intervention** approach to address emerging, low-level interruptions to learning, such as:

- calling out

- being out of seat/out of bounds

- invading the private space of others

- not following instructions and off-task behaviour

- being unprepared for lessons.

Our circle agreement

Respect the speaker and the talking piece

Be present

You can pass

Listen with respect

Keep information private

Morning Check in Circles (Roll Call) Check in (Roll Call) at Melville High school is held in a circle each morning. This approach is sometimes called 'circle time', where the whole class form a circle to interact. This promotes inclusiveness and provides opportunities for everyone to speak and listen to one another in a safe environment. Every student at Melville High School starts their day with a check in circle. A talking piece such as a ball or "Echidna" is used to facilitate taking turns to speak in the circle. (Refer to MHS check-in procedures document for more information).

Restorative circles explore challenging circumstances and resolution of conflict. They can be used as a **targeted intervention** to support student behaviour that is more complex or challenging, or where the frequency of the behaviour of concern may put students' learning and social success at risk. The Restorative questions are used during this circle process.

Some examples of more complex or challenging behaviours that restorative circles may target include:

- self-regulation difficulties
- poor conflict resolution skills
- bullying.

Targeted supports on the care continuum (staff only) should be implemented alongside positive behavioural supports (including explicit teaching of expected behaviours) as well as making reasonable adjustments in the classroom to support effective teaching and learning practices.

Restorative Conversations

Restorative conversations are structured discussions that address incidents of conflict or harm. restorative conversations seek to:

- explore the behaviour of concern or incident
- gain an understanding of how those involved have been impacted
- determine what can be done to **repair the harm caused** and **restore relationships**.

Restorative conversations also support the development of pro-social capabilities by creating opportunities for **social and emotional learning**.

Restorative questions are:

- free from blame
- open-ended

Restorative Questions I

When things go wrong.

What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

REAL JUSTICE ®

- free from a pre-determined resolution

- inclusive – everyone involved can answer them; everyone can express their feelings and needs

- focused on people and the impact of the behaviour (not the rules which may have been breached)

- past, present and future focused.

- an invitation for those responsible to make things right.

When asking **restorative questions**, the way questions are asked is just as important as the words used. Staff should reflect on how their body language, tone, pace, inflections, expression and the use of pauses can impact student engagement and feelings of psychological safety. For example, moving through a series of questions in a cold, scripted style will result in students responding robotically (they'll say what they think staff want to hear!).

Teachers can also enhance student participation by avoiding asking multiple questions at once and providing thinking time for students. When students believe they have a healthy relationship with their teacher and trust that the process will be fair, they are more likely to engage successfully in restorative conversations, take ownership of their actions, and comply with the agreed-upon actions.

Each classroom and staff room at Melville High School contains the restorative "**flip cards**". These" flip cards" use the restorative questioning sequence to address behaviour concerns or conflict with the student and the teacher and to help guide the conversation and process with restorative questioning.

Asking **restorative questions** that align with the **past**, **present** and **future** stages is crucial for effective conflict resolution in the participation phase. Throughout each stage, keep in mind that the purpose of restorative conversations is to **cultivate a connection**, drill down to uncover the cause of the problem, discover how people feel and what they need, and support them to **repair harm**.

Restorative Conversations often take place in circle format, allowing for each person to hold space, be vulnerable and take turns in responding to the questions:

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Ultimately, these practices not only resolve conflict but also build essential social and emotional skills, promoting a more empathetic and connected school community.

Promoting and reinforcing positive student behaviour and school-wide expectations

Melville High School has the following school-wide rules and expectations:

- Universal Restorative approach to student behaviour is based on relationships and connection. The core values are Respectful, Responsible and Resilient.

Respectful	Responsible	Resilient
• Respect Self • Respect Others • Respect the Environment	• Be safe • Be your best • Be ready to learn	• Seek help, accept advice • Restore harm • Recognise shame

School Merit System

Melville High School's **Merit system** reinforces and recognises students for positive prosocial, safe, respectful, responsible and resilient behaviour for learning. The currency starts with class merits issued to students for a high standard of class work, homework, academic excellence, school service, sporting, cultural or other meritorious behaviour warranting acknowledgement. Student achievement across the year is recognised at the presentation assembly.

- Students collect points for each merit award achieved
- 25 Points = Bronze award
- 50 points = Silver Award
- 100 points = Gold Award
- 150 points = Dimond Award
- 200 points = Platinum Award

Positive Postcard

Positive Postcards recognise students for positive behaviour and are posted home through the Front Office. Each post card is worth 3 points in the merit tally. Positive post cards create positive conversations between students and teachers, teachers and parents and parents and students.

House Colours Cup

Melville High School has implemented a House Colour Cup, which sees students earning rewards for their efforts towards Melville High School's values; Respectful, Responsible and Resilient. All Melville High students are ascribed to one of the four houses, to which they belong to during their education at the school. Each of the following houses have been named after the rivers that flow through the Macleay

Valley, with each having their own assigned house colour and mascot. The house colours are as follows:

- Belmore Bull Sharks (Blue)
- Macleay Red Belly Black Snakes (Red)
- Kinchela Kangaroos (Green)
- Maria Magpies (Yellow)

Each house will compete every month for the House Colour Cup, by collecting house points for the three Melville High School's educational pillars. These pillars are:

Academic   **Culture**   **Sport**

Student Leadership and Student Voice

Student leadership and student voice at Melville High School is in the form of five (5) Student Leadership Groups – the **Student Representative Council (SRC),** the **Senior Leadership Group (Captains and Prefects), Restorative Peer Mentors (RPM) and Peer Mentors** and **the Junior Aboriginal Education Consultative Group (JAECG)** Student representatives can **voice** (bring your) concerns and ideas to improve our school to the relevant staff member's attention. The Student Leadership Groups provide advocacy (a student voice) in school decision-making.

- The **SRC** and **Senior Leadership Group** is led by our Senior Leadership team and run our school assemblies, organise fund raising events, attend state and national events and represent Melville High School at district and state level leadership forums.

Restorative Peer Mentors (RPM) undertake training in the **restorative peer mentoring program** to implement restorative approaches to behaviour. The restorative peer mentoring program invites students to take responsibility for their actions by working together to find solutions to conflict. Trained students (RPM) lead the structured process, empowering students to gain a deeper understanding of the skills needed to navigate a variety of complex social environments.

- The trained students act as neutral mediators helping parties in conflict to understand the cause of conflict and work towards resolving the conflict in the playground.
- RPM play an important role with teachers in making the school playground, kind, fair and safe. RPM teach restorative thinking and behaviour to students.

Peer Mentors Year 9 students take part in peer support training to become peer mentors for year 6 into 7.
- Transition support on primary school transition days
- Peer support and mentoring of year 7 students.

The **Junior Aboriginal Education Consultative Group (JAECG)** is an integral component of the school **Student Leadership Group** and represents the voice of our many Aboriginal and or Torres Strait Islander students and are cultural leaders in the school.
- The JAECG is comprised of students in Years 7-12 and is supported by our local Macleay Valley AECG, Aboriginal Education Officer (AEO), NASCA and Clontarf.

- Aboriginal students are rewarded for their contribution to culture, leadership and inclusivity through participation.

Whole-School approach to prevent and respond to student disruptions to learning

Melville High School has a range of proactive and responsive strategies and approaches to prevent and respond to disruptions to learning. Our strategies are consistent with departmental policies and procedures. Melville High School employs tiered strategies and interventions that support students to learn and practice expected behaviours using explicit teaching and feedback. Our preventative interventions and universal expectations aim to develop a positive, inclusive and respectful **school culture that promotes a safe, respectful and engaging environment where personal, social and academic achievement can thrive**. The interventions at Melville High School have been tiered to ensure they **provide timely and appropriate** support that aligns with The Care Continuum, with an emphasis on prevention:

- Universal prevention and protection practices for all students.
- **Tier I** early interventions for some students **displaying emerging, low-level disruptions to learning.**
- **Tier II** targeted intervention for some students **or groups of students identified as requiring more intensive support.**
- **Tier III** intensive and individual intervention for few students **with highly complex and challenging disruptions to learning.**

The **3 R's (Respectful, Responsible, Resilient) values at Melville High School** incorporate whole school expectations applied across all settings to promote **safe, engaging, and respectful** student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with effective visual reminders and universal school language.

The explicit teaching of behavioural expectations of **Respect, Responsibility and Resilience** Students are delivered to students during their fortnightly Year Advisor meetings and further reinforced by staff in alignment with the Student Behaviour Code.

THREE TIERS OF INTERVENTIONS- A LAYERED SUPPORT FRAMEWORK

TIER 1 - PREVENTATIVE INTERVENTIONS AND UNIVERSALS	ALL STUDENTS
• Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	
TIER 2 - EARLY OR TARGETED INTERVENTIONS	SOME STUDENTS
• Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
TIER 3 - INDIVIDUAL INTERVENTIONS	FEW STUDENTS
• Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	

Restorative practices across Care Continuum
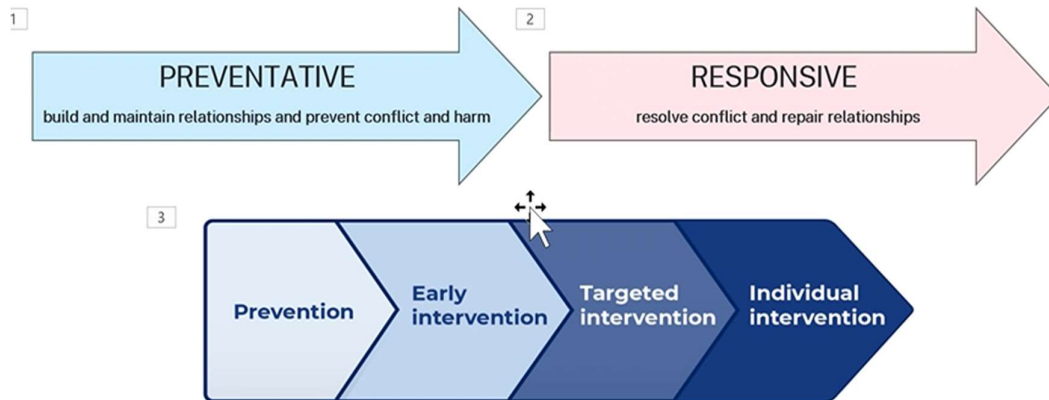
There are 4 elements of the care continuum: 'prevention', 'early intervention', 'targeted intervention' and 'individual intervention'.

The 5 restorative approaches are pointing to the care continuum:

- 'Preventative practices' points to prevention.

- 'Community building circles' points to prevention and early intervention.

- 'Problem-solving conversations' points to early intervention and targeted intervention.

- 'Restorative circles' points to targeted intervention.

- 'Formal conferences' points to individual intervention.

TIER 1- PREVENTATIVE INTERVENTIONS AND UNIVERSALS	All STUDENTS

CARE CONTINUUM	INTERVENTIONS	AUDIENCE
PREVNETION	**Universal language and expectations** (classroom, playground and transition) embedded throughout check-in, assemblies and signage. **30-day Blitz-** Focus blitz from Culture for Consistency team with scripted Language for all staff **Explicit teaching of expected behaviours-** Staff model school values and reinforce student behaviour expectations through consistent routines and language. **MHS anti-bullying policy-** Staff reinforce policy in collaboration with staff and educational programs that are designed to empower students in a supportive learning environment. **Anti-Racism Contact Officers (ARCO)** promote anti-racism education, support complaint handling and monitor incidents of racism. **Positive reinforcement-** through a variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school) **Merits and Positive postcards home-** staff issue merits and send home positive postcards followed up with a positive phone call home. **Connection before correction-** every class in every faculty starts the year with connection before correction actives/ lessons, whereby students strengthen positive relationships with teaching and learning staff. **Morning Check-ins-** Every student starts their day with a 20-minute check-in which creates connection and relationship building amongst staff and students. Check-ins are structures vertically to promote student support and mentoring across year groups **Acknowledgement of excellence-** Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as Principal's Awards, certificates and scholarships. **Data walls-** Data Walls are used with students FACES and student data for taking intentional action. They are used to promote reflection, questions, and rich conversations about instruction for every student and meeting student's needs. They ensure that no student falls between the cracks.	**Whole school**
EARLY INTERVENTION	**Staff training-** All staff are trained in **Restorative Practices, Trauma Practices** and **Aboriginal pedagogies** to provide an effective blend of complementary strategies to improve engagement in learning. **Collaboration and Differentiation-** Staff work in partnership with the executive team to create safe and supportive learning environments structured around high expectations for all students. Teachers use a wide variety of strategies to support students and communicate regularly with parents/ caregivers to ensure all stakeholders are involved in educational development of every student. **Some interventions may include:** -Class teacher differentiation and learning adjustments -Classroom teacher parent/ caregiver contact, meetings and mediations - Classroom teacher restorative conversations (**Using Fip cards**) - Classroom teacher monitoring - Universal language/ scripting and explicit teaching of expectations -Take up time - Restorative mediation - Senior/ Buddy class placement - Brain breaks and choice activities and incentives	**All Staff**

TIER 2- EARLY OR TARGETED INTERVENTIONS		SOME STUDENTS
CARE CONTINUUM	**INTERVENTIONS**	**AUDIENCE**
EARLY INTERVENTIONS	**Transition-** Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into Melville High School. Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. The **Aboriginal Education Team** including **NASCA and CLONTARF** ensures our Aboriginal students have a specific culturally appropriate transition program. Our transition program includes but is not limited to: • Taster lesson delivery to Year 5 and 6 • Peer Support Program • MHS Learning & Support Team transition visits to primary schools • STEM challenge day • Orientation days and extra support orientation days • Cultural connection mentor program with **Dhina Durriti** Aboriginal Corporation • Aboriginal and Torres Strait Islander students NASCA, CLONTARF, AEO sessions **Learning and Support Team (LST)-** is composed of the following key stakeholders – Deputy Principals, Deputy Principal Inclusion and Support, Head Teacher Teaching and Learning, Learning and Support Teachers, School Counsellor, WHIN Nurse, Senior Tutor, Student Support Officer and Year Advisers. • Following a referral to the school's **Learning and Support Team**, interventions are aligned to student needs which may include: - Behaviour intervention, support and restorative programs. - Disability provisions. - Learning and Support Teacher (LaST) classroom teacher and Head Teacher support. - Minimum standards interventions and testing. - Student Learning and Support Officer (SLSO) / Paraprofessional support. - Student planning (PLAN creation on SENTRAL), Individual Education Plan (IEP), Personalised Learning Pathway (PLP) - Teaching and learning literacy and numeracy programs, such as EAL/D, Corrective reading, Quicksmart and tuition/mentoring groups. - NASCA, Clontarf or AEO support.	**Transition Team and All Staff** **Learning and support team**

TARGETED INTERVENTION	**School/ External Wellbeing programs-** The school has developed a range of programs to mentor, guide and build the capacity of students to engage with their learning and regulate their behaviour and wellbeing. Examples of these programs include: - External presentations, such as Lovebites, PCYC, NSW Police and Goanna Academy, FEM Project, Empower her, Leadership programs, Restorative training. - Pathways – behaviour and de-escalation space, check-in, group mentoring. Project based learning / alternative education. - Student mediation, prosocial and emotional skill capacity building programs. (Rage Program, Rock and Water Program, Seasons for Growth) - Youth on Track – group mentoring. - Aboriginal student specific programs and services including but not limited to – PCYC, Bro Speak Boys Program, Sista Speak Girls program and Dhina Durriti Targeted Early Intervention, **NASCA** and **Clontarf** Academies. **External Agency Support-** The **Learning and Support Team** plays an active role in linking students and families to services and agencies that along with education professionals, form a layered support around the student. The school liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. **Head Teacher Interventions-** Teaching and learning is led by a dedicated team of specialist **Head Teachers** who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a holistic educational experience that is inclusive of the **DoE Wellbeing** and **School Excellence Frameworks.** Some interventions may include: - Faculty monitoring card and reflect sheet questions - Head Teacher classroom teacher support (senior class placement, student mediation, student time out). - Head Teacher parent/caregiver contact, meetings and interviews. - Head Teacher restorative conversations (Flip cards, circles) - Referral to the Learning Support Team. - Data wall sharing and student plans shared, discussed and communicated - Connection before correction activities and lessons. - Referral to the Anti-Racism Contact Officer	**Learning and support Staff** **NASCA, Clontarf, AEO, SLICE** **Learning and Support Team** **Head Teachers and executive staff**

TIER 3- INDIVIDUAL INTERVENTIONS		FEW STUDENTS
CARE CONTINUUM	**INTERVENTIONS**	**AUDIENCE**
INDIVIDUAL INTERVENTIONS	**Attendance intervention -** Student attendance in NSW public schools **is mandatory for all children under the age of 17**. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance. • It is the **responsibility of the parent/caregiver** to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include: - Daily attendance SMS. - 3-day absence call. - 7-day absence call. - Home School Liaison Officer (HSLO) caseload or Aboriginal Attendance Officer (AAO). • From time to time, a student may be unable to attend school for a **medical /mental health or cultural reason** and require individualised intervention that may include: - Attendance parent/caregiver contact, meetings and interviews. - **Part-Day Exemption** (up to 5 weeks) and **Exemption** from school attendance (up to 100 days). • When at school, students must attend their timetabled classes unless reasonably excused, the failure of which is called a **'truancy'**. Students who truant timetabled lessons will be supported by teaching and learning staff to address this behaviour and return to their classes. Some interventions may include: - Attendance concern parent/caregiver contact, meetings and interviews. - Attendance Team referral and attendance plan - Restorative conversation using flip cards **Learning and Support-** Occasionally, some students require **more individualised and targeted interventions** to support their behaviour and educational progress. The school's application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. • Following a referral to the school's **Learning and Support Team**, interventions are aligned to the needs of the student which may include:	**Attendance Team and Teaching Staff** **Learning and Support Team and Executive Team**

INDIVIDUAL INTERVENTION	- Access Request for Integration Funding Support (IFS) or placement in a specialist setting. - Functional Behaviour Assessment (FBA). - Placement in the Pathways Program. - Referral to the School Counsellor, WHIN Nurse, Student Support Officer (SSO), Aboriginal Education Team. - Student planning (PLAN review, Behaviour Support Plan (BSP), Risk Management Plan (RMP), Safety Plan, Individualised Support Plan (ISP/TAR3). - Teaching and learning academic testing and literacy (PAT testing) / numeracy tutoring. **Year Advisor interventions-** The first point of contact is the **Year Advisor** who is responsible for the coordination and initial management of student and/or parent/caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Year Advisor proactively addresses emerging or repeated social and emotional behaviours of concern through circle processes, parent/caregiver contact and restorative conversations. **Delivery Support/ Team around a school referral-** To provide specialist support for a student, the **Learning and Support Team** may refer to and consult with internal school-based teams and/ or external delivery support teams within the Department. Interventions may include: - The creation of **Individual Behaviour Support Plans, Safety Plans and or Risk Management Plans** - Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Education and Wellbeing Officer (AEWO) or the Aboriginal Community Liaison Officer (ACLO) or Aboriginal Community Liaison Officer (ACLO) or Referral to the Assistant Principal Learning and Support (APLaS). - Referral to the Delivery Support and Coordination Team Around a School, Complex Case Team or Behaviour Specialist. **External Agency Support-** The **Learning and Support Team** plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. For students with complex behaviour or learning concerns, the school will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: - Application for an **alternative learning pathway**, such as support class placement, Pathways (PBL) class, Distance Education, Mid Coast Connect, TAFE NSW. - Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), Headspace, Durri MAS, Department of Communities and Justice (DCJ), Youth Action Meeting (YAM), health/community services. **Deputy Principal Interventions- Teaching and learning is led by the Deputy Principal** who utilises their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide	**All Staff**

a holistic educational experience that is inclusive of the **DoE Student Behaviour Strategy** and **School Excellence Frameworks.** Some interventions may include:
- Deputy Principal restorative conversations and circles.
- Deputy Principal classroom teacher support (student mediation, student time out and return).
- Deputy principal check-in (Roll Call) support.
- Deputy Principal parent/caregiver contact, meetings and interviews.
- Suspension Risks/Formal Caution and Suspensions (Principal)
- Reconnect meetings with students and their families/ caregivers
- Referral to external agency, such as Child Wellbeing Unit and School Support Services.

Melville High School Anti-Bullying Policy – Students

All students and staff of Melville High have the right to work in an environment free from fear, intimidation and harassment. All students have the right to feel safe and comfortable at school and to be treated with understanding and respect by others. Bullying in any of its forms will not be tolerated in our school community and will be treated seriously.

Definition- Bullying is a form of abuse. Bullying is when someone repeatedly uses their power to hurt or intimidate others. Bullying can be verbal, physical, emotional, electronic or sexual. It may be planned, spontaneous or even unintentional.

The key features of bullying are that:

- It causes hurt and distress;

- It is repeated;

- It involves the use of power in an unfair way.

    All members of the School community have a responsibility to respond to incidents of bullying. The School undertakes to**:**

- Provide a supportive environment which encourages positive relationships between students, staff and parents.

- Provide education which will help develop appropriate social skills, positive relationships and resilience.

- Provide counselling to students involved in bullying to deal with conflict resolution.

    Discouraging Bullying- The methods used by the school to discourage bullying will vary from time-to-time with new initiatives being introduced when thought appropriate. These include, but are not limited to:

- Engaging students across all year levels in anti-bullying programs with specific emphasis on bystander and responsible reporting programs.

- Including anti-bullying messages in the PDHPE curriculum.

- Promoting a bully-free environment in assemblies and presentations to year groups

- Anti-bullying policies on the School Website and in the School's Handbook

- Periodically undertaking confidential surveys of student wellbeing and bullying behaviour and where possible following up on identified perpetrators and targets.

- Employing Year Advisors, Counsellors and Student Support Officer (SSO) who have specialist skills in helping both targets and perpetrators of bullying.

- Ensuring effective pastoral support for students through the appointment of Year Advisors

- Engaging Student Groups (Restorative peer Leaders, Peer Leaders and Student Representative Council) to instigate anti-bullying initiatives.

- Having a team of School Leaders who support the School's *Anti-Bullying Policy* and who students feel free to inform about anti-bullying.

- Educating Parents and Staff on the differences between anti-social or negative behaviours and bullying.

- Encouraging staff to adopt classroom and playground management techniques that discourage opportunities for bullying behaviours.

- Training staff to detect bullying behaviours and emphasising anti-bullying guidelines during new staff inductions.

   Intervention- When an incident of bullying is reported by a student, parent, visitor or member of staff:

1. All students identified as being involved in an *anti-social/negative behaviour* incident for the first time will be interviewed by the staff member who observed the incident or to whom it was reported along. The incident will be discussed with the students involved and they will have the opportunity to have their voice heard using the Restorative Questions 1 (Flip Cards). The Deputy Principal may be a part of this process.

2. Once this has occurred the focus will be on achieving acceptable behaviour from the students involved, details of the incident will be recorded on Sentral, and the outcomes relayed to the report of the incident.

3. If a student/s is identified as being involved in a further incident involving the same target or displaying the same negative behaviour, the issue will be treated as bullying. The student/s will be interviewed by the Deputy Principal and their parents will be informed.

4. At the discretion of the Deputy Principal, a number of different methods may be used by the school to resolve the bullying conflict, as detailed on the Department of Education website link below. https://www.det.nsw.edu.au/wellbeing/connect/antibullying ,However, the Restorative Questions framework will be used in addressing the conflict and restoring the harm between the groups involved. The student may be placed on a Risk of Suspension Warning.

5. Counselling or SSO may be recommended for the target and/or perpetrator of the bullying. Also, students identified may be recommended for anti-Bully programs such as Rock and Water, Drumbeat, Managing the Bull or Rage.

6. Students who continue to be involved in ongoing bullying will be interviewed by the Principal together with their parents and suspension or expulsion may be the result.

Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Return from suspension meetings (Reconnection meetings)

Reconnection meetings with Deputy Principals

• Work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change.

 • Repair and restore relationships that have been harmed by behaviours of concern.

 • Explicitly teach positive behaviour and expectations about behaviour

Provide opportunities in the meeting to discuss

Starting with the student's strengths – when students are reminded of their strengths, they may be more motivated to work on areas that need improvement, understanding that their positive qualities can help them overcome challenges.

The school's perspective on the behaviour of concern – why the school is concerned. Explain that the meeting is intended to support the student to understand what is expected and what supports might be needed from the school and home to develop skills to be safe and engaged at school.

The student's perspective on what happened and what they believe needs to be done to make things right.

 Use restorative practice questions.

 – What happened?

 – What were you thinking at the time?

 – What have you thought about since?

-What do you think needs to happen to make things right?

The perspective of the parents or carers about the behaviour of concern. Is there anything happening outside of school that might be contributing? This may help to understand the behaviour and student's needs.

Reteach behaviour expectations (refer to local school behaviour policies, department policies, and the law, where appropriate).

Behaviour support planning with learning and behaviour goals. This may be a standalone plan or incorporated into the student's existing personalised plans.

– Does the student have existing personalised plans? What is working or not working? – What skills can you immediately address?

– Identify steps for that skill development.

– What existing school supports and strategies can be used to help the student? For example, access to support staff, Student Wellbeing Leader, Youth Worker, Aboriginal site-based staff. Other targeted interventions such as small group work to support social and emotional learning.

– Are additional personalised adjustments and supports needed? For example, a referral to Student Support Services, Inclusive Education Support Program. Obtain consent for referral.

– Consider whether other external service referrals might be needed. For example, a referral to Child and Adolescent Mental Health Service.

Response plan if behaviour expectations are not met in the future. What are some early signs that the student might need some support? How can the school support the student to use their personalised strategies to help them calm down and return to learning. What happens if the student cannot regulate, even with support? When might parents or carers be called.

How the student's personalised plans and progress will be implemented and monitored.

Who will be responsible for sharing plans with relevant staff? Consider consent from the student, parents or carers for information sharing.

Agreed actions may include the following:

- Restorative conversation with those impacted by the behaviour of concern.
- Referral to an external service, for example, Child and Adolescent Mental Health Service.
- Update personalised plan, for example behaviour support plan (this may be a stand-alone plan or incorporated into a student's existing personalised plans.
- Site safety and risk plan.
- Sharing of personalised plans to ensure these are actively implemented.

Responses to serious behaviours of concern

- 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.

Reviewing the School Behaviour and Support Management Plan

- **Student Consultation- Students are consulted throughout the survey and student voice process** – Student surveys, Junior AECG, and Student Leaders programs. Exit surveys are also completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the **Culture for Consistency Team.**

The **Culture for Consistency Team** are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.

- **Teaching and Learning Staff Consultation- Teachers are consulted throughout the survey and teacher voice process** – Staff surveys, consultation and advocacy (faculty, staff and executive meetings, staff surveys). Exit surveys are also completed following the completion of TIER II and III learning, behaviour and wellbeing programs which are then reviewed periodically by the **Culture for Consistency Team.**
- The **Culture for Consistency Team** are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.
- **Community Consultation-** The community is consulted throughout the survey and community voice process – Parent/ Community surveys, the **Melville High School Parents and Citizens group and the Macleay Valey Aboriginal Education Consultative Group.** The P&C and AECG will review the Behaviour Support and Management plan School Week 5 of Term 4 annually.

The **Culture for Consistency Team** are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.

- **Mid-year Review-** The **Culture for Consistency Team** undertake a mid-year review of the behaviour support and management plan interventions and strategies.
- Data sources included in this review include but are not limited to:
  - Academic, attendance and SENTRAL incident data.
  - Current school behaviour procedures, systems and practices.
  - Referrals to executive, the school learning and support team, and Delivery Support teams.

- Current department policies and procedures.

- **Yearly Review-** The **Culture for Consistency** undertake a yearly review of the behaviour support and management plan interventions and strategies.
- Data sources included in this review include but are not limited to:
  - Academic, attendance and SENTRAL incident data.
  - Current school behaviour procedures, systems and practices.
  - Referrals to executive, the school learning and support team, and Delivery Support teams
  - Current department policies and procedures.
  - The new plan will take effect in Term 1 of the new school year.