

Mayfield East Public School Behaviour Support and Management Plan

Overview

Our community values the variety and depth of learning activities and initiatives available to our students. Our vision statement, We grow and learn together to be confident, creative individuals, learning today and leading tomorrow.

Staff at Mayfield East Public School are committed to providing quality teaching and learning opportunities. Our effective student wellbeing programs ensure students are supported in a secure educational environment. Our highly motivated Parents & Citizens committee contribute greatly and continue to support our school. At Mayfield East Public School we aim to ensure our students develop Skills for Life.

This strategy was developed by our teachers and executives to provide information on student wellbeing and outline the processes and expectations of student behaviour. It was written in conjunction with the Wellbeing Framework for Schools and policies from the New South Wales Department of Education. The strategy was reviewed by parents and members of the community at P&C meetings. The strategy is also made available on the school website.

Partnership with parents and carers

Mayfield East Public School will partner with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

School-wide expectations and rules

Mayfield East Public School has the following school values and expectations.

Be Safe, Be Respectful, Be a Hard Worker!
 When I am safe, respectful and working hard, I will:

- Learn
- Make my teacher, parents, friends and classmates proud
- Be rewarded for my hard work through awards and other incentives.

If I choose not to follow the school rules...

in the classroom:
 I will be reminded about appropriate behaviour
 I may be sent to a time-out space
 I will discuss my behaviour with my teacher
 I will receive a consequence for my behaviour
 I will make a plan to improve my behaviour

in the playground:
 I will be reminded about appropriate behaviour
 I may have to sit out for part of recess/lunch
 I will discuss my behaviour with the teacher
 I will receive a consequence for my behaviour
 I will make a plan to improve my behaviour
 My teacher will be notified of my behaviour

If my behaviour does not improve...

in the classroom:
 I will be referred to an Assistant Principal
 I will be removed from the classroom
 My parent/carer will be contacted
 I will visit the Reflection Room
 I will make a plan to improve my behaviour
 I may receive a 'Warning of Suspension'
 Persistent disobedience will result in a suspension

in the playground:
 I will be referred to an Assistant Principal
 I will be removed from the playground
 My parent/carer will be contacted
 I will visit the Reflection Room
 I will make a plan to improve my behaviour
 I may receive a 'Warning of Suspension'
 Persistent disobedience will result in a suspension

Restorative Conference Questions

NSW Department of Education

Restorative practice conversation scaffold

Restorative practice conversations provide a safe space for students to fix their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build and maintain positive relationships. When using restorative practice conversations teachers need to scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensure that the type of restitution agreed upon is logically related to the mistakes made.

The scaffold

Tell the story

- What happened?
- What did you want? (identify the need)
- Is it ok to want _____? (validate the need)
- Did what you do work for you? (behaviour)
- What do we believe at school about _____ (behaviour)?
- Do you believe in that rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

Explore the harm

- Who has been affected by this behaviour? In what ways?

Repair the harm

- Are you willing to solve the problem with _____?
- What could you do to fix the problem with _____?
- What else could you do?

Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with _____?

Follow-up/monitoring

- When would be a good time to check in with you to see that you have fixed the problem with _____ and you are doing what we agreed?
- How are you feeling now?

Reference:

Diane Gossen – Restitution
Hopkins, B., & Masters, G. (2003). Just Schools: A whole-school approach to restorative justice. Atheneum Press.
New Zealand Ministry of Education, (2014). Restorative Practice KETE Book 2.

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/policylibrary/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

Whole school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

At Mayfield East Public School staff and students are provided with clear and concise expectations to provide learning environments that provide opportunities for all students to thrive and experience success in learning.

Whole School Behaviour Consistency Guide

Low Level Behaviours	Mid Level Behaviours	High Level Behaviours
<p>Be Safe</p> <ul style="list-style-type: none"> ○ Swinging on chair ○ Unsafe play - Climbing trees, running on asphalt, playing with sticks, throwing objects ○ No hat ○ Out of bounds <p>Be Respectful</p> <ul style="list-style-type: none"> ○ Unfair play ○ Littering ○ Indirect swearing ○ Minor name calling ○ Taunting ○ Arguing in a game ○ Talking over teacher ○ Not respecting school/others' property <p>Be a Hard Worker</p> <ul style="list-style-type: none"> ○ Off task behaviour - ○ Minor class disruptions 	<p>Repeated low level behaviours*</p> <p>Be Safe</p> <ul style="list-style-type: none"> ○ Unsafe play - Not following safety rules, pushing, barging, dragging, inappropriate use of equipment ○ Throwing objects at people – paper, rubber etc. ○ Low level violence - pushing, slapping <p>Be Respectful</p> <ul style="list-style-type: none"> ○ Refusal to follow instructions ○ Verbally aggressive when given an instruction ○ Disrespectful behaviour - backchat, name calling, excluding, pushing, swearing at peer ○ Low level property damage ○ Indirect spitting <p>Be a Hard Worker</p> <ul style="list-style-type: none"> ○ Refusal to complete work ○ Absconding ○ Disrupting class/peers 	<p>Repeated low or mid level behaviours *</p> <p>Be Safe</p> <ul style="list-style-type: none"> ○ Use of weapon/threats ○ Violent behaviour - punching, kicking, headbutt etc. ○ Directed spitting <p>Be Respectful</p> <ul style="list-style-type: none"> ○ Racism ○ Theft ○ Vandalism ○ Bullying/cyberbullying ○ Targeted swearing at teacher <p>Be a Hard Worker</p> <ul style="list-style-type: none"> ○ Repeated absconding* ○ Persistent refusal to complete work ○ Consistent class/peer disruptions*
Action Required	Action Required	Action Required
<ul style="list-style-type: none"> ○ Log on Sentral ○ Conference ○ Reminders of expectations ○ Redirect behaviours in a positive way 	<p>Low level actions as well as;</p> <ul style="list-style-type: none"> ○ Communication with carers ○ Restorative conversation ○ Offer quiet space for reflection ○ Provide adjustments - physical environment, support or alternative work, SLSO, Social stories, reteach skills ○ LST consultation - mid-level behaviour plan ○ Run MRG if applicable ○ Support from AP if unsure 	<p>Low and mid level actions as well as;</p> <ul style="list-style-type: none"> ○ Parent meeting ○ ARCO consultation ○ Behaviour management plan ○ Risk management plan ○ Formal caution ○ Suspension ○ Run MRG if applicable ○ AP/Principal support

Whole School Approach

Care Strategy or Continuum Program	Details	Audience	
Prevention	School wide positive behaviour expectations and procedures	<ul style="list-style-type: none"> • Strong teacher/student relationships • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • Communication with parents around school expectations • Class based systems of expectations and positive reinforcement • Consistent teacher expectations, routines, modelling and responses to behaviour 	Whole School
	Class Expectations	<ul style="list-style-type: none"> • Created collaboratively by the teacher and students • Displayed in the classroom • Link back to our school-wide expectations 	Whole School
	Strong Teacher and Student Relationships	<ul style="list-style-type: none"> • All students are known, valued and cared for within our school. • Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 	Whole School
	Explicitly teaching social and emotional programs	<ul style="list-style-type: none"> • PDHPE lessons focusing on positive relationships • Zones of Regulation • Choice Theory Reality Therapy • Anxiety Project 2025 & 2026 	Whole School
	Attendance Intervention Model and Strategies (Fine Tuning and Affirmation)	<ul style="list-style-type: none"> • Monitor and reinforce importance of regular school attendance with students via class teachers and communication with parents and carers through newsletters and School Bytes • Regularly promote the importance and benefits of regular attendance at school • Callaghan attendance sprints with specific focus areas 	Whole School
	Leadership Opportunities	<ul style="list-style-type: none"> • Leadership opportunities for Year 5 Students • Various domains, e.g. SRC, Prefects, House Captains, Library Monitors • Year 5 and 6 	Stage 3 students

Care Strategy or Continuum Program	Details	Audience
	<p>Integrated curriculum aimed at connection to Country and community for Aboriginal and Torres Strait Islander students</p> <ul style="list-style-type: none"> • Embedded into collaboratively planned programs • Aboriginal pedagogies/perspectives embedded in class programs 	Whole School
Early intervention	<p>Attendance Tier One: Early Intervention</p> <ul style="list-style-type: none"> • Student Attendance Success Plans for students under 85% attendance created collaboratively by student and class teacher • Copy sent home for parent/carer • Callaghan attendance sprints with specific focus areas 	Students with 80-89% attendance
	<p>Transition to Kindergarten</p> <ul style="list-style-type: none"> • In Term 3, Year 5 students are given the opportunity to support next year's Kindergarten students. • Orientation day 	Incoming Kindergarten Students
	<p>Transition to High School</p> <ul style="list-style-type: none"> • Participation in Callaghan College transitions • Middle school transition project for Aboriginal and Torres Strait Islander students 	Year 6 Students Year 4,5,6 Students
	<p>LST Support Counsellor Services</p> <ul style="list-style-type: none"> • Academic, social and emotional referrals • DCS updates • Testing • Student counselling 	All staff School counsellor/targeted students
Targeted intervention	<p>Attendance Tier Two: Individual Attendance Plan</p> <ul style="list-style-type: none"> • Meeting between parent/carer and Assistant Principal • Attendance Improvement Plan during meeting • LST Referral for under 70% • Callaghan attendance sprints with specific focus areas • Callaghan attendance sprints with specific focus areas 	Students with 50-79% attendance

Care Strategy or Continuum Program	Details	Audience
	<p>Choice Theory Reality Therapy</p> <ul style="list-style-type: none"> • This approach encourages behaviour that is supportive and respectful • Puts the onus on individual students to be truly accountable for their behaviour and to repair any harm caused to others because of their actions 	Whole School
	<p>Learning and Support Team</p> <ul style="list-style-type: none"> • Referrals can be made for academic, social/emotional, behavioural, attendance or wellbeing concerns • Meetings held weekly • Executive staff and School Counsellors form the team 	Selected Students
Individual intervention	<p>Individual Behaviour Support Plans</p> <ul style="list-style-type: none"> • Developed collaboratively with learning support team • Designed to support individual students • Behaviour support/de-escalation plans/individual risk assessment • Used when a student's behaviour escalates to a crisis point and interferes with the safety of staff, the student themselves and those around them • Guide actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe 	Targeted Individual Students
	<p>Attendance Tier Three: High Level Case Management</p> <ul style="list-style-type: none"> • Meeting between parent/carer and Stage Supervisor • Attendance Improvement Plan updated during meeting • Additional supports and strategies as necessary including HSLO referral • Callaghan attendance sprints with specific focus areas 	Students with 0-49% attendance
	<p>External Agencies</p> <ul style="list-style-type: none"> • School leaders engage and work alongside external agencies to support student wellbeing as needed 	Targeted Individual Students
	<p>Behaviour Specialist</p> <ul style="list-style-type: none"> • Specific social/emotional wellbeing programs are developed to target focus areas in consultation with parents, community agencies, staff and students 	

Care Continuum	Strategy or Program	Details	Audience
	Support/Assistant Principal Learning and Support	<ul style="list-style-type: none"> School leaders engage and work alongside Department of Education experts to support student behaviour and wellbeing 	Targeted Individual Students
	Formal Caution of Suspension or Suspension Resolution Meetings	<ul style="list-style-type: none"> Principal, Assistant Principal, parent/carer and student attend Documentation developed and kept 	Targeted Individual Students

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

Mayfield East Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. All staff are committed to establishing evidence based approaches and strategies that promote a positive climate where bullying is less likely to occur.

More information can be found on the NSW Department of Education website at:

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>



ANTI-BULLYING PLAN 2025

Mayfield East Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1 - 4	Student behaviour Code. Harmony Day – celebrating respectful relationships & inclusiveness. Addressing anti-bullying, anti-racism, role of the Anti-Racism Contact Officer (ARCO). Life Education Van – Cyber safety lessons and the Anxiety Project.
Term 1 - 4	Utilising lessons from the Bullying No Way program and Department resources. Involvement in Cyber Safety lessons and webinars and utilising E-safety website. Social/emotional skills explicitly taught and supported for individual students as needed.

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 31/01/2025
If this is a printed document, refer to the department's Policy Library for the most recent version.

1

Term 1-4	Social/emotional coaching embedded in lessons, Choice Theory Reality Therapy - Safety, Respect, learning reinforced throughout the day and school wide expectations and strategies taught in classrooms weekly.
Term 1-4	Positive reinforcement and regular messaging around school values and problem solving.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1 - 4	Code of Conduct, Teachers & SLSO PL – Anti-Racism mandatory training, The Anxiety Project & Choice Theory Reality Therapy.
Term 1 - 4	Anti-Bullying Plan shared with staff, P&C and published on the school website.
Term 1 - 4	Explicit Teaching of PDHPE syllabus, teaching and reinforcing respectful relationships.
Term 1 - 4	High expectations strategies for support and wellbeing through collaboration with the Learning and Support Team and Learning Support Team.

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Information is provided in a staff handout when they enter on duty at the school. Stage Assistant Principals speak to new and casual staff when they enter on duty at the school. The principal speaks to new executive staff when they enter on duty at the school, as part of the induction process. Student Behaviour Plans are outlined for new staff.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website.

School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 31/01/2025
If this is a printed document, refer to the department's Policy Library for the most recent version.

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2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
Term 1 - 4	Personalised Learning and Support Plan meetings with parents and carers. Student behaviour Code and promoting available parent courses, workshops and resources through the school newsletter and Facebook page.
Term 1 - 4	Anxiety Project parent sessions
Term 1 - 4	Parent Communication immediate as issues arise.
Term 4	Anti bullying messages and positive messaging regularly promoted as part of transition processes

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Explicit teaching for all K-6 students of stage appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. For example: School values and expectations explained and explicitly taught in classes weekly. Child Protection Program, The Anxiety Project, Choice Theory Reality Therapy discussions in classrooms and playground, LaST interventions, Wellbeing room discussions around behaviour expectations, visuals in classrooms and playground, interpersonal relationships (PDHPE) activities, development of personal and social capabilities through learning across the curriculum areas in all syllabuses.

Completed by: Carly Blair

Position: Assistant Principal

Signature: 

Date: 31/01/2025

Principal name: Andrea Webster

Signature: 

Date: 31/01/2025

NSW Department of Education | PD-2010-0415-01-V1.1.2 | Applicable from 31/01/2025
If this is a printed document, refer to the department's Policy Library for the most recent version.

3

Anti-Racism

This document provides direction for relevant and effective procedures that support teachers, leaders, and non-teaching staff in their commitment to the elimination of all forms of racial discrimination.

Synopsis

This document supports the [Anti-Racism Policy](#) (2022) and applies to all NSW Government schools, including teaching and non-teaching staff, students and community/parents/carers. Racism impacts on student wellbeing, participation at school and learning outcomes. Racism and racist behaviour are not tolerated in NSW Government schools.

All employees must complete the Department's mandatory Anti-Racism Policy training and respond appropriately to incidents of racism. This course should be completed within 12 months of release as mandatory (mandatory from Term 2 2022) and must be completed every

2 years. Employees must not discriminate against others on the basis of their cultural, linguistic or religious background.

These procedures will ensure Mayfield East Public School is culturally inclusive, cohesive, safe and provide engaging learning experiences for all students and staff.

Anti-Racism Roles and Responsibilities

Anti-racism education refers to a range of strategies which aim to counter racism in the learning and working environment.

Everyone in a NSW government school, students, teachers and community members, are expected to treat others fairly and act in a non-racist way.

Students: Students are expected to monitor their own behaviour in accordance to the Behaviour Code for Students so that it does not result in anyone experiencing racism. They are expected to call out racism and racial bullying, if safe to do so, as an upstander. Students must report any incidents of racism to teachers or the Anti-Racism Contact Officer (ARCO) whether it's at school or online.

Staff: All departmental staff must complete the mandatory Anti-Racism Policy training. Eradicating racism, including challenging the attitudes that allow it to emerge, is the shared responsibility of all departmental staff. It is vital, that all staff, including volunteers and contractors, reflect on their own behaviour to ensure no one experiences racism. All staff must demonstrate respect for First Nations people, treating all community members fairly and not discriminating against others on the basis of their cultural, linguistic or religious background in the school environment.

Staff play a critical role in building cultural understanding and promoting mutual respect and positive behaviour amongst students. Teachers must also address incidents of racism so that appropriate action and support is provided for both the student experiencing racism and the student displaying racist attitudes and behaviours. When dealing with incidents of racism teachers must acknowledge that an incident is racist and explain the impact of the racist behaviour. Teachers must provide ongoing support to the target of racism by checking their wellbeing as well as providing guidance for the instigator to build understandings of the impact of racism on individuals and monitor their behaviour to ensure racism does not reoccur.

For incidents where a staff member has a complaint in regard to another staff member they must follow the [Staff Complaint Procedure](#). The principal can seek the involvement of the ARCO who can assist and provide impartial advice to the complainant about the complaints process and ensure the complainant feels well supported and confident that their complaint will be taken seriously and be appropriately addressed.

Principals: Principals lead the development of school practices and procedures that eradicate expressions of racism and challenge attitudes that allow them to occur. The principal is responsible for ensuring that complaints of racism are dealt with in accordance with the [Complaints Handling Policy](#) and the [Anti-Racism Policy](#).

Principals will:

- Appoint and promote an Anti-Racism Contact Officer (ARCO), include information about the ARCO in the Annual EAL/D Survey and maintain records of incidents of racism.
- Promote, model, and ensure staff, students and community are respectful of behaviour that demonstrates respect for the cultural, linguistic and religious diversity. Schools are culturally safe communities.

- Verify all staff have completed mandatory Anti-Racism Policy training.

Principal Reflection Framework

Leading	Teaching	Learning
Does the school leadership team model a commitment to the values that support anti-racism education: equity, inclusion, justice, voice, respect and wellbeing?	Does teaching promote intercultural understanding and accurately reflect Aboriginal and Torres Strait Islander histories and cultures?	Do students feel a sense of belonging at school? Why/why not?
Do Aboriginal staff and staff from culturally and linguistically diverse (CALD) backgrounds feel valued and respected?	Does teaching practice promote a culture of high expectations and equity for all students?	Is expression of cultural identity valued and promoted?
Is the diversity of the school community reflected in the workforce and in school decision making and consultative processes?	Are teachers well equipped to respond to incidents of racism?	Is there evidence of equitable participation and learning outcomes across all student cohorts?
Whose voice is heard?		Do student wellbeing programs promote cultural inclusion and mutual respect?

Reference:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural/education/anti-racism-education/school-leaders>

Parents/Carers: There is an expectation that all members of the school community should demonstrate respect for the cultural, linguistic, and religious backgrounds of others; and behave in ways that promote acceptance and harmony in the school environment. When addressing an issue of racism involving parents on school grounds or online, reference can be made to the expectations of community members articulated in Section 1.2 of the policy: No student, employee, parent, caregiver, or community member should experience racism within the school environment.

Note: Parents who are volunteers have added responsibilities under the policy to ensure they behave in non-racist ways.

Parents/carers are informed every 12 months about the Department's commitment to the Anti-Racism Policy and education and the role of the Anti-Racism Contact Officer (ARCO) through school communication platforms.

The School Community and Consumer Complaints Procedure should be followed when a complaint is received from a parent/carer/community member. The principal may also seek the involvement of the ARCO to ensure that the parent/carer/community member understands the complaints process and feels well supported and confident that their complaint will be taken seriously and be appropriately addressed.

The ARCO will explain the complaints handling process and support the complainant to make the complaint to the principal. If the complaint is regarding a staff member, the principal will manage the resolution of the complaint.

Anti-Racism Contact Office (ARCO): The Anti-Racism Contact Officer (ARCO) assists the principal to implement three major aspects of the Anti-Racism Policy:

- Promoting anti-racism education and supporting the management of complaints of racism involving students
- Supporting the handling of complaints about racism relating to students, staff, and members of the school community
- Collecting data about complaints and incidents of racism.

Complaints: Complaints about racism are dealt with using the department's [Complaints Handling Policy](#), School Community and Consumer Complaint Procedure and the Staff Complaint Procedure. Any student, parent or carer, departmental employee or community member who has experienced, witnessed, or otherwise become aware of alleged racism may make a complaint. The principal is responsible for determining who will manage the complaint, considering the nature of the concerns, the potential risks, and perceived or actual conflicts of interests. The Anti-Racism Contact Officer (ARCO) has been trained in the complaints process and is available to assist as a support person and can provide advice on the complaints handling process. The ARCO needs to be advised of complaints so that they can assist as required.

Resources

Anti-Racism Policy:

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235> Anti-Racism

Education:

<https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/pd-2005-0235-01.pdf>

Complaints Handling Policy:

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0051> School

Community and Consumer Complaint Procedure:

https://education.nsw.gov.au/content/dam/main-education/policy-library/associated-documents/Schoolcomplaint-procedure_AC.pdf Staff

Complaint Procedure:

https://education.nsw.gov.au/content/dam/main-education/policy-library/staff-only/implementationdocuments/Staff_Complaints_Procedure_2017.pdf

Resolving Complaints with Aboriginal Families in School:

https://education.nsw.gov.au/content/dam/main-education/epac/media/documents/Resolving_Complaints_with_Aboriginal_Families_in_Schools.pdf Anti-

Racism Policy- Information for parents and carers:

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/translated-documents/anti-racismcontact-officers>.

Anti-Racism Policy

Training:<https://myplisso.education.nsw.gov.au/mylearning/catalogue/edetails/8411aa23-ca37-ed11a27b-0003ff15574b> Racism. No Way!:

<https://racismnoway.com.au/get-involved/bystander-action/> Information for teachers about racist bullying:

https://education.nsw.gov.au/content/dam/main-education/teaching-andlearning/curriculum/multicultural-education/anti-racismeducation/Information_for_Teachers_about_Racist_Bullying.pdf

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](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Incident Notification and Response Procedures for Teachers and School Staff

This document provides direction for relevant and effective procedures that support teachers, leaders and non-teaching staff to respond to an incident, promptly notify relevant managers through the required channels and arrange appropriate support.

Synopsis

This document supports the [Incident Notification and Response \(nsw.gov.au\)](#) (2007) and applies to all NSW Government schools, including teaching and non-teaching staff, students and community/parents/carers.

In the event of an incident, the health, safety and wellbeing of students, staff and others is the priority.

These procedures will ensure Mayfield East Public School employees follow the local procedures. Contractors, volunteers and other people working for the department or at a departmental workplace must also adhere to the local procedure.

Incident & Reporting

Incident & Reporting refers to any unplanned event resulting in an injury to any person or having the potential to significantly affect the health, safety and wellbeing (including staff psych social injury) of employees, students or other individuals at schools and workplaces. The Incident Notification and Response Procedures contain a list of incident types. These include:

- incidents reported to NSW Police, where emergency services have attended the workplace, or where the workplace, or part of it, has been evacuated.
- events that are not related to a workplace activity, but which may impact on students, staff, a school community or workplace (non-workplace incidents).
- incidents that cause major disruption, impact the effective operation of a workplace or attract significant negative media attention.

Immediate response responsibilities

For all incidents, teaching, non-teaching volunteers and contractors must implement an appropriate incident response commensurate with the circumstances of the incident, which may include:

1. immediate provision of first aid
2. notifying the incident to Andrea Webster Principal or site manager (AP Principal's delegate for the day)
3. Principal or delegate contact emergency services (triple zero, 000)
4. Principal or delegate activate the local emergency management plan
5. securing the area to keep the site safe, to prevent further incident or injury and to adhere to any non-disturbance requirements for a notifiable incident under the Work Health and Safety Act 2011
6. contacting parents/carers or next of kin

7. principal reports the incident to the Incident and Reporting hotline 1800811523 immediately (within 1 hour) if incident is notifiable under Work Health & safety Act 2011 (death, serious injury or illness) or within 24 hours of all other incidents including assault under the Crimes Act (either by phone or on The Register of Injuries & Incident Notification Form) If a staff member is reporting an incident please discuss with principal or delegate initially
[Register of Injuries and Incident Notification Form \(Form 018\) \(nsw.gov.au\)](http://nsw.gov.au)
8. Principal notifies Director Educational Leadership (DEL) Josie Bailey or Relieving DEL Nathan Forbes
9. cooperating with emergency services
10. complete Incident Report and Support or Hazard Incident documentation located in Administration office and Andrea Webster Mayfield East PS Principal will conduct an investigation, recording decisions made and actions taken. Stored in WHS folder
11. principal or site manager coordinates post-incident support services for anyone impacted by the incident Employee Assistance Program (EAP). [Employee Assistance Program \(EAP\) \(nsw.gov.au\)](http://nsw.gov.au)
12. Incident discussed at Executive meeting (Principal will share only relevant details and exercise confidentiality) and actions implemented. Any actions will be shared with staff if applicable.

Resources

The department offers a range of services and support to schools and department workplaces. Advice and support can be obtained from the appropriate area to manage issues as appropriate.

[Incident Notification and Response \(nsw.gov.au\)](http://nsw.gov.au)

[Incident Notification and Response Procedures \(nsw.gov.au\)](http://nsw.gov.au)

Reflection, planning and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour	Class Teacher	School Bytes
Learning Support Team referral	Student monitored in class and on playground	CT, LST Communicated with stage supervisor	High Expectations Recorded in School Bytes PLSP if necessary
Assistant Principal – 1 st Warning	Student monitored in class and on playground	CT, AP Communicated with stage supervisor	Recorded in School Bytes Family notified

Assistant Principal – 2 nd Warning	Student monitored in class and on playground	CT, AP Communicated with stage supervisor	Recorded in School Bytes Family notified
Formal Caution of Suspension	Student monitored in class and on playground for up to 50 days	Principal	Recorded in Sentral Family notified and meeting arranged
Suspension	As per the DoE Student Behaviour Suspension Procedures	Principal	Recorded in School Bytes Parents notified Return of Suspension Resolution meeting

School Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as a part of their duty of care, monitor part or whole day absences. The law in NSW states that all children of compulsory school age (6-17 years) are required to attend school regularly. (Education Act, 1990).

Synopsis

This document supports the [School Attendance Policy](#) (2015) and applies to all NSW Government schools, excluding pre-schools. It replaces Student Attendance in Government Schools – Procedures 2010.

Managing attendance at school:

Strict adherence to the DoE School Attendance Policy and Student Attendance in Government Schools - Procedures must be maintained.

Parents are responsible for ensuring:

- a) their children who are enrolled at school attend every day the school is open for their instruction
 - b) they provide an explanation for absences by means such as a telephone call, written note, text message or email to the school within 7 days from the first day of any period of absence
 - c) they work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school. The Principal is responsible for ensuring that attendance records are maintained in an approved format and are an accurate record of the attendance of students. The Principal is also responsible for:
 - a) providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
 - b) implementing programs and practices to address attendance issues when they arise.
- School staff are responsible for supporting the regular attendance of students by:

- a) providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community
- b) recognising and rewarding excellent and improved student attendance
- c) maintaining accurate records of student attendance
- d) implementing programs and practices to address attendance issues when they arise
- e) school attendance must be recorded on the attendance register (roll) early in the school day (Currently 9:00 – 9:15), the school uses SENTRAL Electronic Roll Marking.

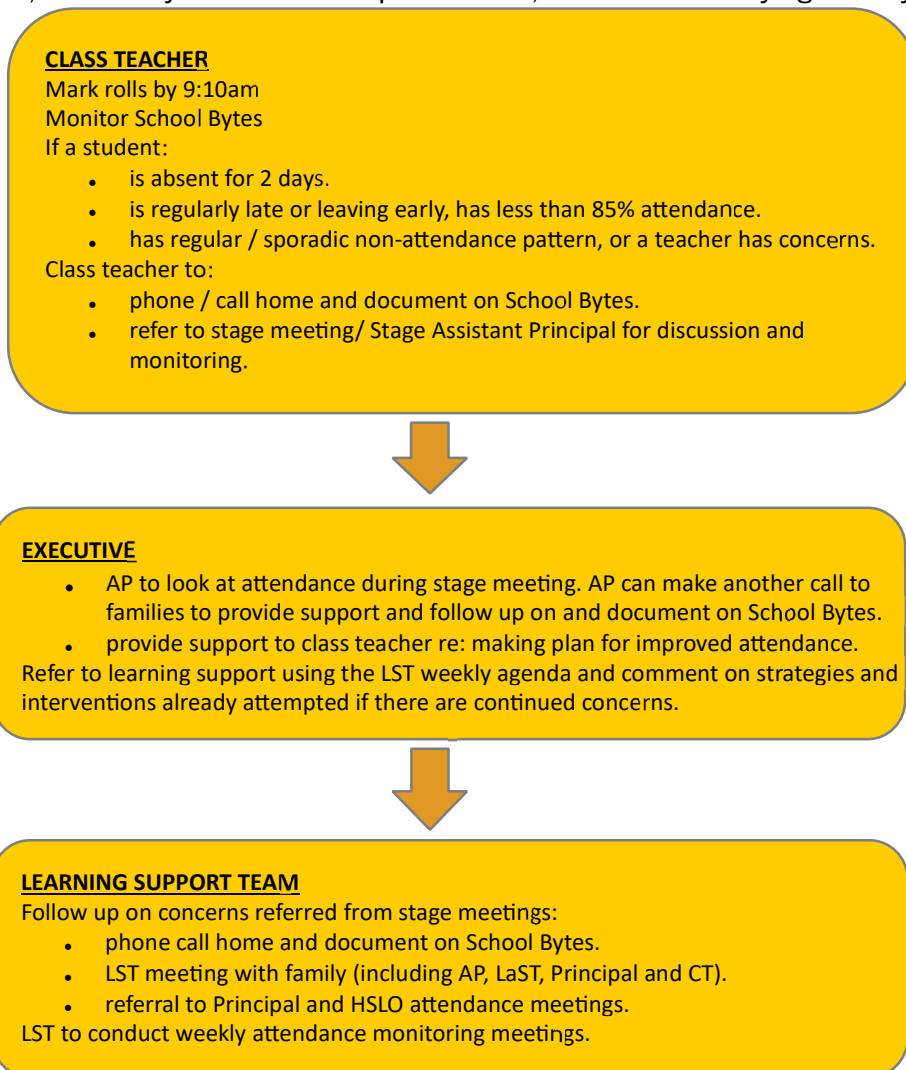
Symbols to be used for explanation of student absence S, L, A, M, E, F, H and B. Teachers required to use:

- S = Sick
- L = Leave approved at discretion of the Principal A = Absent

All other codes are entered by administration staff / teaching staff as directed by the Principal. Students arriving after 9am, or who leave before 3pm are required to report to the front office where administration staff record specific arrival/departure times.

Attendance Procedures

The NSW Department of Education School Attendance Policy and procedures are used by Mayfield East Public School to inform the day-to-day actions to manage and promote attendance. The visual process map is provided to help students, staff and the community understand the school attendance procedures, and clarify actions and responsibilities, as well as identifying the key resources.



More attendance information can be found on the NSW Department of Education website at:

<https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-forschools/your-school-attendance-procedures> Review dates

Last review date: Friday 31 January 2025

Next review date: January 2026