



MOUNT VIEW HIGH SCHOOL



BEHAVIOUR SUPPORT AND MANAGEMENT PLAN
2023

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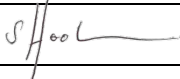



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POLICY STATEMENT

Mount View High School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. Our **inclusive, engaging and respectful practices** enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the **Department of Education's (DoE) Student Behaviour Policy**.

PLAN DEVELOPED BY:	S. Hookway, N. Crowe, S. Hamilton, C. Clinton, J. Scheffler, B. Dibben, M. Marselos		
PLAN ENDORSED:	S. Hookway		POSITION: Principal
PLAN APPROVED:	M. Rosser		POSITION: Director Educational Leadership
PLAN IMPLEMENTATION DATE:	27/01/2023		PLAN REVIEW DATE: 27.1.2024

PARENT/CAREGIVER IMPORTANT DOCUMENT LINKS	MVHS STAFF RESOURCE AND DOCUMENT SUPPORT LINKS
<ol style="list-style-type: none"> 1. DoE Behaviour Code for Students and School Community Charter 2. DoE Care Continuum 3. DoE Inclusive Education for students with disability 4. DoE Restrictive Practices 5. DoE School Behaviour Support and Management Plan 6. DoE Student Behaviour Links 7. DoE Student Behaviour Policy and Procedure 8. Mount View High School website 9. Mount View High School Parent Portal 	<ol style="list-style-type: none"> 1. Mount View High School Executive Dashboard 2. Mount View High School General School Procedures 3. Mount View High School Policies and Procedures 4. Mount View High School – Way of Being website 5. DoE Detention and Time-Out Guidelines 6. Wellbeing Framework

THREE TIERS OF INTERVENTIONS – A LAYERED SUPPORT FRAMEWORK

TIER I - PREVENTATIVE INTERVENTIONS AND UNIVERSALS	ALL STUDENTS
<ul style="list-style-type: none"> • Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students. 	
TIER II - EARLY OR TARGETED INTERVENTIONS	SOME STUDENTS
<ul style="list-style-type: none"> • 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 III - INDIVIDUAL INTERVENTIONS	FEW STUDENTS
<ul style="list-style-type: none"> • 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. 	

MOUNT VIEW HIGH SCHOOL – BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

These procedures apply to **All NSW Government schools** and student behaviour:

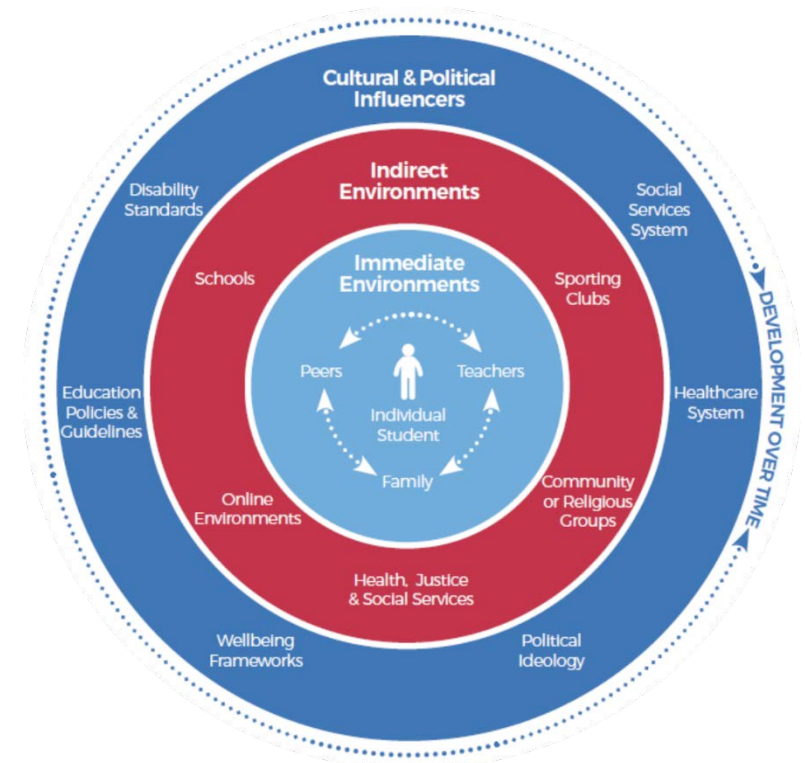
- At school.
- On the way to and from school.
- On school-endorsed activities that are off-site.
- Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct.
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Essential elements of **procedural fairness** include an **individual's right** to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.

Effective planning for behaviour support is undertaken through Learning and Support Team Meetings. A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- **Identify** - The issue and cause.
- **Assess** - Gather evidence and function of the behaviour.
- **Plan** - develop strategies to support the desired behaviour.
- **Implement** - Ensure consistent implementation of staff.
- **Monitor** - regularly review implementation of the plan.
- **Evaluate** - Analyse data and the monitoring review.



POSITIVE BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

At **Mount View High School**, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education **Behaviour code for students, School Community Charter and Anti-Bullying Plan**. These documents are pictured and linked by clicking on the document.

Behaviour code for students

NSW public schools

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

School Community Charter

Collaborative. Respectful. Communication.

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

ANTI-BULLYING PLAN

Mount View High 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://anti-bullying.nsw.gov.au>) provides evidence-based resources and information for schools, parents and carers, and students. Mount View High School uses this website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Mount View High School's commitment

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 and Anti-Bullying interventions



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
Feb/Term 1	Behaviour code for students included in all enrolment packs. Discussed at whole school assemblies on regular occasions. Features at our first welcome back assembly that highlights school expectations.
Term 1	Year 7 and 8 have the Peace Pledge program implemented as a part of Year 7 and 8 PDHPE theory lessons. Peer Support program features respectful relationships (Yr 7 and Yr 10), Youth Aware of Mental Health (YAMH) program (Yr 9), Brainstorm Productions, Week 7 Harmony Week which culminates with the National Day of Action Against Bullying and Harassment.
Term 2	Promotion of MVHS Anti-bullying Procedures. Student assemblies across the school.
Term 3	Behaviour code for students and continued school expectations are featured in the return to school Semester 2 assembly.
Term 1 - 4	MVHS has a designated Wellbeing lesson each week. Specific focus on National Day of Action Against Bullying and Harassment, Gas Lighting, Upstander Vs Bystander, Empathy, Support networks, Internal and External Agencies are included in the scope and sequence of lessons.

NSW Department of Education | PO-2010-0415-01-11-1.1 | Applicable from 27/01/2021
If this is a printed document, refer to the department's Policy Library for the most recent version.

ANTI-BULLYING POLICY

MOUNT VIEW HIGH SCHOOL
Delivering excellence, innovation and success

PARTNERSHIPS

Mount View High School utilises our local **Delivery Support Team, Korreil Wonnai 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 MVHS website, MVHS Facebook page, School Newsletters, parent email and targeted communication relating to specific student behaviours. The **School Community Charter** is used to inform parents and carers on engagement expectations with Mount View High School.

PROMOTING AND REINFORCING POSITIVE STUDENT BEHAVIOUR AND SCHOOL-WIDE EXPECTATIONS

Our **commendation system** reinforces and recognises students for positive prosocial, safe, respectful and responsible behaviour for learning. The base currency starts with class merits issued to students for a high standard of class work, homework, academic excellence, school service or other meritorious behaviour warranting acknowledgement.

MERIT AWARD

Student Name: _____ Year: _____

Faculty/subject: _____

Awarded for: *Respect* *Responsibility* *Excellence*

Staff Member: _____ Date: _____

MERIT AWARD
Student Name: _____
Year: _____
Please Circle House

- Students collect these awards and save them towards a set of five (5) from the same subject / course.
- Each set of five (5) entitles the student to the next award – **a Commendation Award**.
- The Commendation Award is issued when five (5) merit awards from one faculty/subject are presented by the student to the class teacher of that faculty/subject.
- Teachers may issue a **Commendation Award** for outstanding achievement without collecting a set of five merit awards if warranted.
- Five (5) Commendation Awards entitle the student to receive the next award – **a Principal's Award**. This is a specially prepared award presented by the principal at a Principal's Assembly. It is earned by either accumulating five (5) Commendation Awards or can be issued directly by the principal for outstanding achievement.
- Excellence Awards and P&C Scholarship Awards are triggered through a similar system of accumulating 5 of the previous tiered awards.

**MOUNT VIEW HIGH SCHOOL
COMMENDATION CERTIFICATE**

Name: _____ Class: _____

For: _____

Teacher: _____ Date: _____

Student leadership and student voice at Mount View High School is in the form of two (2) Student Leadership Groups – the **Junior Leadership Group (Years 7, 8 and 9)** and the **Senior Leadership Group (Years 10 and 11)**. Student representatives can **voice** (bring your) concerns and ideas to improve our school to the relevant staff member's attention. The Junior Leadership Group gives Year 7 **advocacy** (a student voice) in school decision-making.

- The Student Leadership Group organises fund raising events such as Jeans for Genes Day, Red Cross collections and Shave for a Cure, attends state and national events and represents Mount View High School at district and state level leadership forums.

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.

- The JAECG is comprised of students in Years 7-12 and is supported by our local Korreil Wonnai AECG.
- Reward and incentive days recognise the positive contribution to school-wide expectations.
- The **Amarookoba Recognition** day where Aboriginal students are rewarded for their contribution to culture, leadership and inclusivity through participation.

Mount View High School

Albert Einstein

is congratulated upon receiving a
Principal's Award
for achievement in
CAPA, HSE, English and Drama

Thursday, 11th October 2023

Principal: _____ Your Advisor: _____

WHOLE-SCHOOL APPROACH TO PREVENT AND RESPOND TO STUDENT BEHAVIOUR

Mount View High School's **Way of Being framework** has a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. Mount View 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 Mount View High School have been tiered to ensure they **provide timely and appropriate** (meet the) support that aligns with The Care Continuum, with an emphasis is on prevention:

- Universal prevention and protection practices for all students.
- **Tier I** early interventions for some students **displaying emerging, low-level behaviours of concern**.
- **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 behaviours**.

The **MVHS Way of Being framework** incorporates 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 **respect, safety and engagement** are delivered to students during their weekly wellbeing lesson and are reinforced by staff in alignment with the Student Behaviour Code.

Our expectations are adapted to suit specific locations within the school, such as the **classroom, playground, and corridor settings**. These expectations form a key component of the **school Behaviour Support and Management Plan** Tier I level that is aligned with the DoE Continuum of Care.

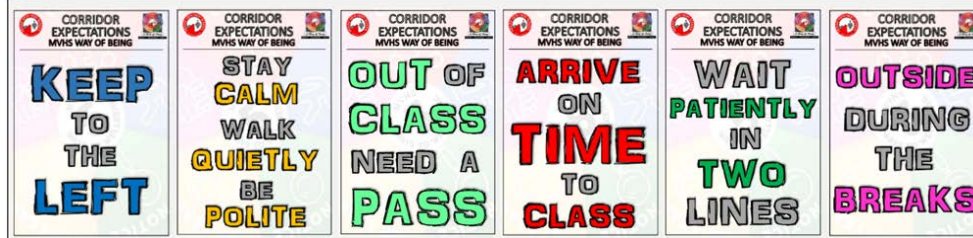
PLAYGROUND EXPECTATIONS



CLASSROOM EXPECTATIONS



CORRIDOR EXPECTATIONS



HIGH EXPECTATIONS AND OPPORTUNITIES FOR ALL TO THRIVE



PROFESSIONAL LEARNING

ALL STAFF

PROGRAM	DETAILS	AUDIENCE
EXTERNAL PROFESSIONAL LEARNING	<ul style="list-style-type: none"> Teaching and learning staff are provided with opportunities to seek external professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions, such as Connecting to Country, HSC Professional Learning and collaboration, Writing in Secondary program, Classroom Management Fundamentals, Trauma Informed Practices, Coach to Cope and Functional Behaviour Assessments, NCCD, differentiation and adjustments, and formative assessment. 	All Staff
DoE ONLINE PROFESSIONAL LEARNING	<ul style="list-style-type: none"> Teaching and learning staff are provided with opportunities to seek online professional learning via the DoE My PL suite of services to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions. This training is then disseminated during faculty, staff, teams and executive meeting agenda items and whole-staff communication. On Line Training Australia - tutored online courses for schools and their staff supporting students with disability and special educational needs. Courses are practically focussed and have demonstrable impact on teacher competence and student outcomes. 	All Staff
SCHOOL-BASED PROFESSIONAL LEARNING	<ul style="list-style-type: none"> MVHS strategic direction teams drive professional learning within the school, such as Aboriginal education, enrichment, formative assessment, HSC Strategy, literacy and numeracy, positive education, quality teaching, restorative practices, and trauma informed practices teams. These teams utilise workshops or staff meetings to deliver modules and/or strategies that equip staff with an array of learning, behaviour management or wellbeing tools. The school has developed an organisation framework for the planning and delivery of professional learning and programs that strengthen student learning outcomes, such as beginning teacher mentoring and release allocations, curriculum planning and release allocations, HSC Strategy collaboration, quality teaching rounds, Head Teacher administration and planning release and faculty snapshot reviews. 	All Staff
SPECIALIST STAFF WITHIN THE SCHOOL	<ul style="list-style-type: none"> The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as the Anti-Racism Contact Officer (ARCO), Futures Adviser, Head Teacher Administration, Head Teacher Teaching and Learning, Head Teacher Support, Head Teacher Wellbeing, HSC markers and curriculum consultants, Mathematics mentoring specialist, Senior Studies Tutor and a Writing in Secondary (WiS) Curriculum Network Specialist. Identified Aboriginal and non-Aboriginal Amarookoba Learning Centre staff engage with Aboriginal and or Torres Strait Islander students, parent/carers and community to support student learning and attainment of educational goals, cultural goals and aspirations. Identified staff are trained in CPI Verbal Intervention / Safety Intervention (VISI) to provide additional support in managing students with complex behavioural needs. Wellbeing and student support staff, such as School Counsellors, Student Support Officer (SSO) and Chaplain provide students with Tier II and III interventions, referrals to external agencies and coordinate 'wrap around a student' support. The school facilitates a GP Clinic that provides access to experienced medical practitioners that work with key stakeholders to enhance the level of wellbeing care within the school. 	Identified Staff

TIER I – PREVENTATIVE INTERVENTIONS AND UNIVERSALS

ALL STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
PREVENTION	UNIVERSAL LANGUAGE AND EXPECTATIONS	<ul style="list-style-type: none"> • The 'Real schools' framework of consistent language and expectations in all settings (classroom, playground and transitions). • The school language and expectations are built around the DoE student behaviour code - Respect, Safety and Engagement. • The '5 Ways to Wellbeing' framework is embedded throughout the weekly wellbeing lesson, signage and assemblies. 	Whole School
	EXPLICIT TEACHING OF EXPECTED BEHAVIOURS	<ul style="list-style-type: none"> • School expectations are reinforced through the delivery of the 'MVHS Way of Being' program delivered weekly to students. • School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings. • Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language. • Staff reinforce the school anti-bullying policy in collaboration with wellbeing 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 racism incidents. 	Whole School
	POSITIVE REINFORCEMENT, PROGRAMS AND ACKNOWLEDGEMENT	<ul style="list-style-type: none"> • 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). • Staff issue merit and commendation awards for student excellence and use positive letter correspondence 'Good Guy Letters'. • Staff actively communicate with parent/caregivers using methods such as emails, phone calls, meetings and interviews. • The Positive Education team organises a variety of student-based events, such as 'Take on the Teacher' whereby students strengthen positive relationships with teaching and learning staff. • 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. 	Whole School
EARLY INTERVENTION	CLASSROOM MANAGEMENT STRATEGIES AND ROUTINES	<ul style="list-style-type: none"> • Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Real Schools restorative practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours. • Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. Teachers employ a wide range of strategies to support students and communicate regularly with parent/caregivers to ensure that all key stakeholders are involved in the educational development of every student. • Some interventions may include: <ul style="list-style-type: none"> - Classroom teacher behaviour monitoring. - Classroom teacher differentiation and learning adjustments. - Classroom teacher parent/caregiver contact, meetings and interviews. - Classroom teacher restorative conversations (student detentions, interviews and mediations). - Positive Behaviour for Learning universal language and explicit teaching of expectations. - Senior class placement. - Student mediation. - Student relax and returns. 	All Staff

TIER II – EARLY OR TARGETED INTERVENTIONS

SOME STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
EARLY INTERVENTION	Transition	<p>Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into Mount View High School. Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. The Amarookoba Learning Centre ensures our Aboriginal students have a specific culturally appropriate transition program. Our transition program includes but is not limited to:</p> <ul style="list-style-type: none"> • Taster lesson delivery to Year 5 and 6 • Middle School Program • Jump Start program • Peer Support Program • MVHS Learning & Support Team transition visits to primary schools • STEM challenge day • Orientation day • Cultural connection mentor program • Aboriginal and Torres Strait Islander students culture camp • Aboriginal student orientation day 	
	BEHAVIOUR, LEARNING AND SUPPORT	<ul style="list-style-type: none"> • Some students require early 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. The school’s MVHS Way of Being framework organises these interventions into the Tier II level. • The Learning and Support Team (LST) is composed of the following key stakeholders – Deputy Principal, Head Teacher Administration, Head Teacher Wellbeing, Head Teacher Teaching and Learning, Learning and Support Teacher, School Counsellor, Senior Tutor, Student Support Officer and Year Adviser. • Following a referral to the school’s Learning and Support Team, interventions are aligned to student needs which may include: <ul style="list-style-type: none"> - 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, Macq Lit, Quicksmart and tuition/mentoring groups. 	Learning and Support Team

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"> TARGETED INTERVENTION </p>	<p style="text-align: center;">SCHOOL / EXTERNAL WELLBEING PROGRAMS</p>	<ul style="list-style-type: none"> • The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include: <ul style="list-style-type: none"> - External presentations, such as Lovebites, PCYC, NSW Police and Elevate. - SPHERE – behaviour and de-escalation space, check-in, group mentoring. - Student mediation, prosocial and emotional skill capacity building programs. - Youth off the Streets – group mentoring. - Aboriginal student specific programs and services including but not limited to – PCYC, Amarookoba Boys Program, and Fit together. 	<p style="text-align: center;">Wellbeing Team / AET</p>
	<p style="text-align: center;">EXTERNAL AGENCY AND CONTACT SUPPORT</p>	<ul style="list-style-type: none"> • 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. The school wellbeing team liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. 	<p style="text-align: center;">Wellbeing Team</p>
	<p style="text-align: center;">HEAD TEACHER INTERVENTIONS</p>	<ul style="list-style-type: none"> • 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 wholistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> - Head Teacher behaviour monitoring. - Head Teacher classroom teacher support (senior class placement, student mediation, student relax and returns). - Head Teacher parent/caregiver contact, meetings and interviews. - Head Teacher restorative conversations (student detentions, interviews and mediations). - Referral to the Learning Support Team. - Referral to the Anti-Racism Contact Officer 	<p style="text-align: center;">Head Teachers</p>

TIER III – INDIVIDUAL INTERVENTIONS

FEW STUDENTS

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTION	ATTENDANCE ADMINISTRATION	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Attendance administration 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: <ul style="list-style-type: none"> - Attendance administration parent/caregiver contact, meetings and interviews. - Attendance Monitoring Card (Pink). - Classroom teacher behaviour monitoring. - Head Teacher behaviour monitoring. - Deputy Principal behaviour monitoring. - Placement in the Restorative Room. 	Parent and caregivers Attendance Officer Learning and Support Team
	BEHAVIOUR, LEARNING AND SUPPORT	<ul style="list-style-type: none"> • 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. The school’s MVHS Way of Being framework organises these interventions into the Tier III level. • Following a referral to the school’s Learning and Support Team, interventions are aligned to the needs of the student which may include: <ul style="list-style-type: none"> - Access Request for Integration Funding Support (IFS) or placement at a specialist setting. - Functional Behaviour Assessment (FBA). - Placement in the Restorative Room. - Referral to the School Counsellor, Senior Tutor, Student Support Officer (SSO), Amarookoba 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. 	Learning and Support Team

CARE CONTINUUM	INTERVENTION	DETAILS	AUDIENCE
INDIVIDUAL INTERVENTION	YEAR ADVISER INTERVENTIONS	<ul style="list-style-type: none"> The first point of contact is the Year Adviser 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 Adviser proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/caregiver contact and restorative conversations. 	Year Adviser
	REFERRAL	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> LST may refer internally or through delivery support to create 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) 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. 	Learning and Support Team
	SCHOOL / EXTERNAL WELLBEING PROGRAMS	<ul style="list-style-type: none"> The Learning and Support Team in consultation with the parent/caregiver may place a student in a wellbeing program (school based or external provider). Examples of these programs may include but are not limited to: <ul style="list-style-type: none"> External outreach programs (Youth Off the Streets, Top Blokes). PCYC program (Fit for Change, Fit for Life, Fit for Work, MVHS PCYC). School Aboriginal programs (Deadly Streaming, Culture Strong, Dance, SistaSpeak, Young Mob). School wellbeing program (Cookers, Girls Group, Green Thumb, Gym Club, Maintenance Group). SPHERE wellbeing programs (JUMP Group, SPARK Group and Perfect Presence, skill streaming Prosocial Skills programs). 	Whole School
	DEPUTY PRINCIPAL INTERVENTIONS	<ul style="list-style-type: none"> 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 a wholistic educational experience that is inclusive of the DoE Premier's Priorities, Student Behaviour Strategy and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> Deputy Principal behaviour monitoring. Deputy Principal classroom teacher support (senior class placement, student mediation, student relax and returns). Deputy Principal parent/caregiver contact, meetings and interviews. Deputy Principal restorative conversations (student detentions, interviews, mediations, and student agreements). Referral to external agency, such as Child Wellbeing Unit and School-Link Coordinator. 	Deputy Principal
	EXTERNAL AGENCY AND CONTACT SUPPORT	<ul style="list-style-type: none"> 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 wellbeing team will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: <ul style="list-style-type: none"> Application for an alternative learning pathway, such as ALESCO, Distance Education, the Mai Wel Group, TAFE NSW. Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), CYCOS, Headspace, Rural Young Minds, Department of Communities and Justice (DCJ), Youth Action Meeting (YAM), health/community services. 	Learning and Support Team

DETENTION, REFLECTION AND RESTORATIVE PRACTICES

ALL STAFF

PROGRAM	DETAILS				AUDIENCE
GUIDELINES FOR DETENTION AND TIMEOUT	<ul style="list-style-type: none"> To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable and proportionate action. Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour, review expectations and coach prosocial skills. The student is always supervised in the room by at least one adult and the student is not left alone at any time. Detention and reflection should never take place in rooms where doors that are blocked, locked or closed in any way that prevents a student from freely leaving the space. 				Parents and caregivers All Staff
RESTORATIVE INTERVIEWS (DETENTIONS)	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	Students Parent and caregivers All Staff
	<ul style="list-style-type: none"> The school utilises restorative interviews (detentions) to discuss student behaviours of concern and complete unfinished learning tasks and activities. Restorative interviews can also be used for student: <ul style="list-style-type: none"> Continued disobedience. Non-compliance of school rules and expectations. Refusal to follow instructions. Unsafe or dangerous behaviours. Tier II or III behaviour or wellbeing program. Restorative interviews are conducted using restorative practices in a calm, supportive manner that: <ul style="list-style-type: none"> Provide a clear focus and an agreed understanding on the behaviour(s) of concern. Mediate and repair the student / teacher relationship. Establish an agreed understanding that the behaviour(s) were unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. Communicate the strategies and interventions that will be implemented to support the student. Make clear the potential consequences and implications of continued behaviour(s) of concern. 	<ul style="list-style-type: none"> Restorative interviews will be utilised by approved staff: <ul style="list-style-type: none"> Before school (in negotiation with parent/caregivers). During breaks (Recess and Lunch). During timetabled lessons (non-sport). After school (in negotiation with parent/caregivers). 	<ul style="list-style-type: none"> Interviews will vary depending on the student, setting, behaviour(s) of concern and context. Restorative interviews can usually be completed within a 15-minute timeframe. Restorative interviews for a particular activity or event, such as non-sport or a school assembly will last for the duration of the activity. Restorative interventions are recorded on SENTRAL. Students will have access to use toilet breaks during restorative interviews. Students may have permission to consume food and drink by negotiation with the facilitator of the restorative interview. 	<ul style="list-style-type: none"> Classroom teacher Head Teacher Deputy Principal Principal 	

PROGRAM	DETAILS				AUDIENCE
RESTORATIVE PRACTICES	<ul style="list-style-type: none"> • Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Restorative Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours in all school settings. • Staff use restorative language, phrasing and questioning when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and supportive demeanour that reinforces the Student Behaviour Code. 				All Staff
REFLECTION ROOM	<ul style="list-style-type: none"> • Occasionally, students who display behaviour(s) of concern may require more individualised and targeted support interventions. The school has developed a Tier III Reflection Room which operates during the recess and lunch breaks each day. • The purpose of this intervention is to formalise regular behaviour monitoring with a classroom teacher and deputy principal. This added layer of support compliments existing Tier II and III interventions whilst reinforcing school expectations and the Student Behaviour Code. • Along with behaviour monitoring, the Restorative Room may support: <ul style="list-style-type: none"> - Restorative interviews (detentions) and conversations with the classroom teacher, head teacher and deputy principal. - Participation in school learning, behaviour and wellbeing programs, such as the Aware, Reset and Success programs. - Student completion of missed class work or learning activities due to the student’s behaviour(s) of concern. 				Students Parent and caregivers All Staff
STUDENT-DIRECTED TIME-OUT	<p style="text-align: center;">DETAILS</p> <ul style="list-style-type: none"> • Student-directed time-out is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. • It is used to support an escalation of behaviour and teach personal management and social capabilities, such as self-regulation. • Student-directed time-out enables a student to remove themselves from a situation or environment causing distress. • The student should have an approved Time-Out Pass or approval from the supervising teacher to use student-directed time-out. • Student-directed time-out is not: <ul style="list-style-type: none"> - Absconding from school grounds. - Class avoidance behaviours, such refusing to enter or remain within the classroom or learning activity. - Fight or Flight responses – a physiological reaction to an event that is perceived as stressful or frightening. - Truancy (including late arrival or early leaver). 	<p style="text-align: center;">APPLICATION</p> <ul style="list-style-type: none"> • Student-directed time-out will be utilised in combination with an approved Time-out Pass: <ul style="list-style-type: none"> - During timetabled lessons. - During school assemblies, presentations or events. 	<p style="text-align: center;">DURATION AND GUIDELINES</p> <ul style="list-style-type: none"> • Student-directed time-out will be used: <ul style="list-style-type: none"> - Within the classroom. - A space outside the classroom or learning space, visible to the teacher or designated member of staff. - To a designated staff member, such as another classroom teacher, head teacher or deputy principal. • For a duration of either: <ul style="list-style-type: none"> - 5 minutes or less; or - Until the student has de-escalated and is safe to return to the classroom or learning space. 	<p style="text-align: center;">APPROVED STAFF</p> <ul style="list-style-type: none"> • Classroom teacher • Head Teacher • Deputy Principal • Principal • Student nominated support person • SPHERE • Amaroookoba Education Centre 	Students Parent and caregivers All Staff

	DETAILS	APPLICATION	DURATION AND GUIDELINES	APPROVED STAFF	
TEACHER-DIRECTED TIME-OUT	<ul style="list-style-type: none"> • Teacher-directed time-out, also known as a Relax and Return, is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour. • It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation. • This strategy is often paired with a brief check in, restorative interview or conversation and plan adjustment if required. • This strategy is often paired with a brief restorative interview or conversation. 	<ul style="list-style-type: none"> • Teacher-directed time-out will be utilised by approved staff: <ul style="list-style-type: none"> - During timetabled lessons. - Recess and lunch breaks. - During school assemblies, presentations or events. 	<ul style="list-style-type: none"> • Teacher-directed time-out will be used: <ul style="list-style-type: none"> - Within the classroom. - Outside the classroom or learning space, visible to the teacher or another designated member of staff. - To a designated staff member, such as another classroom teacher, head teacher or deputy principal. • For a duration of either: <ul style="list-style-type: none"> - 5 minutes or less; or - Until the student has de-escalated and is safe to return to the classroom or learning space. 	<ul style="list-style-type: none"> • Classroom teacher • Head Teacher • Deputy Principal • Principal 	<p>Students</p> <p>Parent and caregivers</p> <p>All Staff</p>

REVIEWING THE SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

PROGRAM	DETAILS	AUDIENCE
STUDENT CONSULTATION	<ul style="list-style-type: none"> • Students are consulted throughout the survey and student voice process – Tell Them From Me (TTFM), 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 Learning and Support Team. • The Learning and Support 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. 	<p>Students</p> <p>Learning and Support Team</p>
TEACHING AND LEARNING STAFF CONSULTATION	<ul style="list-style-type: none"> • Teachers are consulted throughout the survey and teacher voice process – Tell Them From Me (TTFM), 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 Learning and Support Team. • The Learning and Support 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. 	<p>All Staff</p> <p>Learning and Support Team</p>
COMMUNITY CONSULTATION	<ul style="list-style-type: none"> • The community is consulted throughout the survey and community voice process - Tell Them From Me (TTFM), the Mount View High School Parents and Citizens group and the Korreil Wonnai 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 Learning and Support 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. 	<p>Parents and caregivers</p> <p>Learning and Support Team</p>
MID- YEAR REVIEW	<ul style="list-style-type: none"> • The Learning and Support 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: <ul style="list-style-type: none"> - 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. 	<p>Learning and Support Team</p>
YEARLY REVIEW	<ul style="list-style-type: none"> • The Learning and Support Team 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: <ul style="list-style-type: none"> - 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. 	<p>Learning and Support Team</p>