

# Menai Public School Behaviour Support and Management Plan

Planning tool: [School Behaviour Support and Management Plan: a guide for schools](#) for additional assistance to complete this plan.

## o Overview

**Menai Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Please visit links for further information: <https://menai-p.schools.nsw.gov.au/>**

Department of Education Parents/Carers Information:  
<https://education.nsw.gov.au/parents-and-carers>

Menai Public School is full of heart and spirit; the pursuit of continuous improvement is embedded in our culture of inclusivity and fun. Our students are given a variety of opportunities to participate in creative arts, sporting, environmental and academic programs aimed at developing the whole student.

Through these programs our students become excellent school leaders and citizens. With a highly supportive community and caring staff, Menai Public School embodies our school motto "Together We Learn and Grow" through the provision of quality education.

Key programs prioritised and valued by the school community are underpinned by:

- School-wide PBL Strategies and frameworks to support and monitor high expectations of behaviour
- Highly accomplished and skilled teachers to support exemplary practice
- Experienced and caring Learning and Support Team (LST) to support, manage and communicate challenging behaviours to support student and staff wellbeing
- Support and specialist staff such as WHIN Nurse, counsellor, Aboriginal Liaison Officers
- Extra curricular activities during lunch breaks to support inclusion and wellbeing such as Coding, Choir, Dance, Eco Heroes / Gardening, Library, Lunch Bunch
- Playground Leaders to support socialising and positive interactions
- SRC - student voice used in various areas of the school community and planning events such as Bullying, No Way! Day
- Peer Support K-6 to upskill students in resilience and belonging
- High school transition programs
- Year 6 and Kindergarten Buddy Program to support Kindergarten transitions

Promoting and reinforcing positive student behaviour and school-wide expectations. Menai Public School has the following school-wide rules and expectations:

### CARES Values

- Cooperation
- Achievement
- Respect
- Encouragement
- Safety

Menai Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:



■

### ■ Behaviour Code for Students

■ The [Behaviour Code for Students Policy and Resources](#): High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

- All incidents, wellbeing concerns or important parent/carer contacts are recorded on the Sentral database to collect data and information to support student intervention needed
- Extra curricular activities and quiet play and indoor play options during breaks (Eg: Library, Coding Club, Lunch Bunch)
- Playground/sports equipment for students to use and engage with at break times
- Student Voice - SRC, recognising 'what works', concerns, areas to improve
- Consistent and universal language for PBL CARES and expectations across the school
- Peer Support and Buddy Programs
- Whole School PBL meetings and discussions and fortnightly focus
- Whole class PBL lessons to explicitly teach expectations
- Award systems (Minis, sport awards) and Assemblies / recognition of achievements
- Community involvement - P&C, Fitzroy Program, Scripture programs, Mentors
- Representative Sports Code of Conduct (PSSA Sport)
- SRC and Leadership Team - Code of Conduct - school made
- Computer Code of Conduct (Stage 2-3)
- Explicit Teaching and Modelling of expected behaviour aligned to PBL and school value
- Whole school rewards for reaching school goals (points linked to PBL)
- CARES Class Awards and recognition

## ■ Menai Public School - Whole School Approaches

Care Continuum	Strategy or Program	Details	Audience
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<p><b>Student Leaders:</b></p> <p><b>SRC (Student Representative Council)</b></p> <p><b>School Leadership</b></p> <p><b>Student Voice</b></p>	<p>School Leaders are nominated and voted in by peers and supported by Staff. The Student Representative Council (SRC) provides all students with a voice. Ideas, suggestions and requests for changes to school practice can be shared with SRC members who bring these ideas and concerns from peers to the SRC. Two elected SRC members represent each class and attend fortnightly meetings. These representatives are self-nominated and democratically elected by the students in the class.</p> <p>Year 6 Leadership Team: Our Year 6 Leadership Team participates in the leadership process where behaviour and approaches to school are considered for nominees. The process holds high standards for all leaders and school representatives.</p> <p>Leadership Minimum Requirements outlined in MPS Leadership Processes.</p> <p>Outlining process for nomination and distribution of extra-curricular awards Such as Sport, and Non-School-Captains teams (Library Monitors, Playground Pals, Sports captains).</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<p><b>Aboriginal Education</b></p>	<p><a href="#">Aboriginal Outcomes and Partnerships</a></p> <p>Aboriginal Policy and Resources are used to support implementation of programs. LST intervention is used to monitor and support Aboriginal and Torres Strait Islander students to improve cultural connection, monitor attendance and wellbeing. First Nations Families are supported in a respectful and culturally appropriate manner with support from Aboriginal Liaison Officers (ASLO).</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<p><b>Positive Behaviour for Learning (PBL)</b></p> <p>School Wide Approach to supporting Behaviour and positive learning environments.</p>	<ul style="list-style-type: none"> <li>Whole school approach - reward system is linked to Dojo points and CARES (mini tokens) e.g. colour run, disco, movie day, etc.</li> <li>positive reward systems - mini tokens, bronze, silver and gold awards.</li> <li>use of class dojo to share student learning and wellbeing as well as a communication tool with the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>universal matrix, communication and consultation with staff, students, parents/carers to ensure consistency of language.</li> <li>PBL flowchart to consistently manage behaviour.</li> <li>SENTRAL data - collection and analysis of major and minor behaviours and neutral/wellbeing reports.</li> <li>based on data collected - this data is analysed and an explicit teaching focus area for the next fortnight is determined.</li> <li>explicit teaching and modelling of positive behaviour through values lessons during PDHPE by all staff.</li> <li>Engaging families in parent information/communication to share PBL expectations and school values etc. to develop universal language.</li> </ul>	
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>Restorative Practices (RP)</b>	<p><a href="#">Restorative Practices NSW Department of Education</a></p> <p><i>'Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions'. (DoE NSW)</i></p> <p>At Menai Public School staff are trained and supported in restorative practices to support student behaviour and wellbeing. Parents/carers are contacted and involved in the follow up of any incidents. These interactions are recorded on Sentral.</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>Teacher professional learning in trauma informed practice and wellbeing programs</b>	<p>Staff engaged with Professional Learning (PL) with external coaches, experts and Department specialists to inform teaching strategies to embed best practice to support students and families who have experienced trauma or mental health complexities.</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<p><b>Tell Them From Me(TTFM) surveys</b></p> <p><b>Internal parent &amp; student surveys</b></p>	<p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p> <p>The school collects feedback from the community to inform best practice embedding a culture of high expectations.</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		The school effectively caters for the range of equity issues within.	
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>Anti Bullying Policy and School Plan</b>	<p>Anti-bullying procedures</p> <p>Bullying is defined by the NSW Department of Education as follows:</p> <p><i>Bullying has three main features – it involves a misuse of power in a relationship, is ongoing and repeated, and involves behaviours that can cause harm. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying can have a lasting impact on everyone involved, including those who witness it.</i></p> <p>Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated. The school has a separate Anti-Bullying procedures document which can be accessed via the <a href="#">Department of Education Anti-Bullying resources</a>.</p> <p>Whole School approach - Anti Bullying Policies (Source: Bullying No Way! National Action) <a href="https://bullyingnoway.gov.au/responding-to-bullying/legislation-and-policy">https://bullyingnoway.gov.au/responding-to-bullying/legislation-and-policy</a></p>	<ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Executives</li> <li>LST</li> <li>Parent/Carers</li> <li>Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>External services</b>	<p>SWEEP program (social worker), wellbeing nurse (WHIN), Kids HOPE mentors, Dental and sight check services, Fitzroy reading (tutoring).</p>	<ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Executives</li> <li>LST</li> <li>Parent/Carers</li> <li>Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>Use of policy to support students wellbeing and safety</b>	<p>Department of Education policies:</p> <ul style="list-style-type: none"> <li><a href="#">Restrictive Practices Framework Policy and Procedures</a></li> <li><a href="#">Behaviour Code for Students/Student behaviour policies</a></li> <li><a href="#">Child Protection</a></li> <li><a href="#">Anti racism</a></li> <li><a href="#">Anti bullying</a> (Also see attached MPS Anti Bullying Plan)</li> <li><a href="#">Wellbeing framework Mindfulness activities</a></li> </ul> <p><i>‘Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and</i></p>	<ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Executives</li> <li>LST</li> <li>Parent/Carers</li> <li>Broader Community</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<i>attitudes of the society in which they live.</i> (Wellbeing DoE NSW)	
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<b>Best practices embedded in all areas of the curriculum</b>	<p><a href="#">NSW Education Standards Authority (NESA)</a> Using NSW Syllabus and Curriculum and staff engaging in the Professional Standards for Teachers</p> <p><a href="#">What Works Best</a> - evidence based practices</p> <p>The <a href="#">Centre for Education Statistics and Evaluation (CESE)</a> is a place for education research, data and evaluation.</p> <p>Professional Learning with readings such as: the <a href="#">CLARITY Learning Suite</a> is based on Lyn Sharratt's text "CLARITY - What Matters MOST in Learning, Teaching and Leading".</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	School Community Charter - Collaborative, respectful communication	The <a href="#">School Community Charter</a> outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.	
<ul style="list-style-type: none"> <li>Prevention</li> <li>Early Intervention</li> <li>Targeted Intervention</li> <li>Individual Intervention</li> </ul>	<p><b>Open Parachute (Wellbeing Program K-6)</b></p> <p><b>Starts Term 3/4</b></p>	<p>Addresses the wellbeing of students K-6. Works through friendships, emotions, resilience, making safe choices, being inclusive, bullying and boundaries and communication.</p> <p>Teacher resources and wellbeing.</p> <p>Parent resources.</p>	<ul style="list-style-type: none"> <li>- Students</li> <li>- Staff</li> <li>- Executives</li> <li>- LST</li> <li>-Parent/Carers</li> <li>- Broader Community</li> </ul>

## ■ Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<b>CARES Club Restorative Practices</b>	5mins-20mins Offered at Lunch Breaks to reflect on incidents at school.	Run by Exec or LST in consultation with classroom teacher and students involved.  <a href="#">Restorative Practice Information</a>	Sentral data, reflection forms, parent/carer communication, follow up actions to support students involved, witnesses and victims.



Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection Time in Buddy Class/ Breaks</b>	<p>Always supervised by staff in a safe, appropriate space that is supportive of student reflection. Time will vary depending on follow up / appropriate time for students to reflect (5-10mins).</p> <p>This will only occur due to immediate safety concerns or after reasonable class adjustments ie 3-4 reminders and pre corrections using PBL Flowchart. Students are given a break and time to reflect in a negotiated buddy class or with a familiar teacher.</p>	<p>Teachers in consultation with LST.</p> <p><a href="#">Restorative Practices Framework Policy</a></p> <p><a href="#">Detention and Time-out Guidelines</a></p>	<p>Sentral Report, Parents/Carers contacted, work with LST to support adjustments in the classroom..</p>

### ■ Partnership with parents/carers

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

- Menai Public School will communicate these expectations to parents/carers by:
- Menai Mag - COmmunity Newsletter given out 2-3 times per Term
- PBL Brochure and notes home (attached example)
- Class Dojo App for communication. Messaging system and posts of learning and expectations
- Menai Primary School Official Facebook Page
- Sentral - Emails or SMS
- School Contacts such as Phone or Email [menai-p.school@det.nsw.edu.au](mailto:menai-p.school@det.nsw.edu.au)

### ■ School Anti-bullying Plan

Refer to the [Bullying of Students – Prevention and Response Policy](#) and **Anti-Bullying Plan** found on [Menai Public School’s Website](#).

### ■ Reviewing dates

Last review date: Developed as Exec Team on 10/2/23, reviewed as a Staff on 03/03/2023 to be published to the community.



As a MPS Team, we collaborated on the following documents to review strategies and policy to share with the community.

- Anti Bullying Policy
- Anti Racism Policy
- School LST procedures
- PBL Whole School Approaches
- Communication Processes
- SEntral Training and Updates

Next review date: Term 4, 2023 to prepare for 2024

Executive Team:

*R/Principal - Lilly Morabito*

*Assistant Principal - Rhiannon Wall*