

Overview

Menai Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Menai Public School is full of heart and spirit; the pursuit of continuous improvement is embedded in our culture of inclusivity. 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.

Positive and respectful relationships promote student wellbeing and create an optimal environment for learning across the school. School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students.

Student voice enables active participation in decision-making at school on things which shape their educational experiences.

Student wellbeing programs and expectations of behaviour are co-developed with students, staff and the community to ensure effective and safe conditions for teaching and learning, including reviewing and refreshing PBL.

To achieve our mission, key programs prioritised and valued by the school community are:

Positive Behaviour for Learning (PBL)

- 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, SWEEP worker and the Team around the school

- Extracurricular activities during lunch breaks to support inclusion and wellbeing such as Coding, Choir, Dance, Eco Heroes / Gardening, Library and Lunch Bunch
- Playground Leaders to support socialising and positive interactions
- SRC - student voice used in various areas of the school community and planning events
- Peer Support K-6 to upskill students in resilience and belonging
- Transition programs
- Year 6 and Kindergarten Buddy Program to support Kindergarten transitions
- Engage in Trauma Informed Practice
- Implement the Open Parachute Program to teach strategies to unpack emotion
- Use the Zones of Regulation terminology in all school settings.

These programs prioritise social and emotional learning which supports good mental health, positive relationships and supports prevention of bullying.

Menai 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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 actively respond to student bullying behaviour.

Partnership with parents and carers

Menai Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Menai Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Menai Public School has the following school-wide rules and expectations. Menai Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

C.A.R.E.S

C ooperate	We are all learners and work together to achieve our best.
A chieve	We strive towards personal improvement.
R espect	We are considerate of others. All people belong at MPS.
E ncourage	We support others' efforts and contributions.
S afe	We create safe and positive learning environments.

Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Menai Public School embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	<u>Positive Behaviour for Learning</u>	<p>Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people</p> <ul style="list-style-type: none"> • Whole school approach - reward system is linked to PBL CARES values (mini tokens) • Positive reward systems - mini tokens, bronze, silver and gold awards, encouragement awards • Use of School Bytes, Facebook and Menai Mag newsletter, to share student learning and wellbeing as well as a communication tool with the community. • Universal matrix, communication and consultation with staff, students, parents/carers to ensure consistency of language. • PBL flowchart and classroom behaviour ladders to consistently manage behaviour. • SENTRAL/School Bytes data - collection and analysis of major and minor behaviours and neutral/wellbeing reports. This data determines our explicit teaching focus area for the next fortnight. • Explicit teaching and modelling of positive behaviour through PBL and Open parachute lessons by all staff. • Engaging families in parent information/communication to share PBL expectations and school values etc. to develop universal language. 	All
Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Targeted / Individual intervention	<u>Learning and Support</u>	<p>The LST works with teachers, students and families to support students who require personalised learning and support.</p> <p>Students with specific needs and funding will have PLaSP's created that focus on their</p>	All

Care Continuum	Strategy or Program	Details	Audience
		individual circumstances and how to best create a successful learning pathway for the year ahead. School resources are then allocated to best support the plan.	
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	Department of Education Team Around the School	<ul style="list-style-type: none"> • Team Around the School • Team In the School - SWEEP program (social worker), wellbeing nurse (WHIN), Kids HOPE mentors, Fitzroy Reading (tutoring). • External services - The school works with external providers (OT, Speech, Behaviour) to support the families accessing these services. 	All
Targeted / individual intervention	Attendance support	The LST refer students to the attendance coordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance coordinator
Prevention	Prevention National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Prevention	Harmony Week	Harmony Week is the celebration that recognises our diversity and brings together Australians from all different backgrounds. It's about inclusiveness, respect and a sense of belonging for everyone	All
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention	Student Voice	<p>School Leaders: School Leaders are nominated and voted in by peers and supported by Staff.</p> <p>Student Representative Council: 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 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. Leadership Minimum Requirements outlined in MPS Leadership Processes. 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>	All
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	Aboriginal Outcomes and Partnerships	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).	All
Prevention / Early Intervention / Targeted	Restorative Practices NSW	<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</i>	All

Care Continuum	Strategy or Program	Details	Audience
Intervention/ Individual Intervention	Department of Education	<p><i>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 School Bytes.</p>	
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	Use of policy to support students wellbeing and safety	<p>Department of Education policies:</p> <ul style="list-style-type: none"> • Restrictive Practices Framework Policy and Procedures • Behaviour Code for Students/Student behaviour policies • Child Protection • Anti racism • Anti bullying (Also see attached MPS Anti Bullying Plan) • Wellbeing framework Mindfulness activities <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 attitudes of the society in which they live.’ (Wellbeing DoE NSW)</i></p>	Students, Staff, Executive, LST, Parents and Carers
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	Trauma Informed Practice	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.	Staff, Executive and LST
Prevention / Early Intervention	School Community Charter	The 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.	All
Prevention / Early Intervention	Open Parachute	Addresses the wellbeing of students K-6. Works through friendships, emotions, resilience, making safe choices, being	All

Care Continuum	Strategy or Program	Details	Audience
		<p>inclusive, bullying and boundaries and communication.</p> <p>Teacher resources and wellbeing.</p> <p>Parent resources.</p>	
Prevention / Early Intervention /	Zones of Regulation Supporting students to regulate their emotions	The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	All
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	External/ Internal parent & student surveys eg Tell Them From Me (TTFM) surveys	<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> <p>The school effectively caters for the range of equity issues within.</p>	All
Prevention / Early Intervention / Targeted Intervention	Best practices embedded in all areas of the curriculum	<p>NSW Education Standards Authority (NESA) Using NSW Syllabus and Curriculum and staff engaging in the Professional Standards for Teachers</p> <p>NSW Australian Professional Teaching Standards for Teachers</p> <p>What Works Best - evidence based practices</p> <p>The Centre for Education Statistics and Evaluation (CESE) is a place for education research, data and evaluation.</p> <p>Explicit Teaching Strategies Cognitive Load Theory</p> <p>Leadership Team – School Leadership Institute SLI</p> <p>Plan for NSW - Transforming Lives Through Learning</p> <p>Professional Learning with readings</p>	Staff, Executive, LST

Care Continuum	Strategy or Program	Details	Audience
Prevention / Early Intervention /	Mentor Teachers	At the commencement of each school year, students K-6 are given the opportunity to select 2 members of staff as their “Mentor Staff”. These staff members regularly check in with their mentees to provide advice, support and assistance, to help students fulfil their potential. Students may also seek out their Mentor Staff Member Whole school School Behaviour Support and Management Plan during times of need. Positive student/teacher relationships can protect children from becoming disengaged and deescalate disruptive behaviour.	All
Prevention / Early Intervention /	Partnership with the NSW AECG Inc	Our school works in partnership with the Sutherland Aboriginal Education Consultative Group (AECG), the Partnership Agreement, Connecting to Country, professional development and local representatives. Through these, support programs are developed aimed at connection to Country and community for First Nations young people.	All
Prevention / Early Intervention /	Engaging Parent Involvement	We offer a variety of platforms for engaging parents in their child’s education and wellbeing, including Meet the Teacher sessions, twice yearly parent / teacher interviews, parent workshops, P&C meetings and many community events. We also use data from parent surveys and Tell Them From Me to make changes based on parent suggestions.	All
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	Extra Curricular	Our school offers many and varied extra curricular activities for our students to form strong social bonds across the school, with peers who have similar interests. Dance, Choir, Coding, Gardening Club, Breakfast Club, Lunch Bunch, Quiet Play, PSSA, Public Speaking etc	All
Prevention / Early Intervention / Targeted Intervention/ Individual Intervention	<u>HPGE</u>	High Potential and Gifted Education Policy (HPGE) promotes engagement and challenge for every student in every school across intellectual, creative, social-emotional, and physical domains of potential while explicitly identifying and addressing the learning needs of high-potential and gifted students.	

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 4.

Menai Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels. For example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, including the school counselling service.

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.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level minor behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – high level major behaviour of concern is managed by school executive.
- **Corrective responses** are recorded on School Bytes. These include:

Minor	Major
<ul style="list-style-type: none"> ● Defiance, disrespect or disruption to learning (e.g. not following instructions, talking back, talking while others are speaking, calling out) ● Swearing at school (e.g. inappropriate language) ● Physical contact that is non-serious but inappropriate (e.g. shoving or slide tackling in soccer) ● Unsafe behaviour ● Property misuse ● Out of bounds at anytime ● Teasing and taunting ● Refusal to take responsibility for self ● Inappropriate behaviours in toilets (e.g. slamming doors, littering, looking under doors). 	<ul style="list-style-type: none"> ● 3 Minors within 1 week period ● Refusal to follow teacher instructions (e.g. non compliance) ● Swearing towards another person ● Aggression directed at another person (e.g. hitting, kicking, punching, slapping) ● Deliberate property damage (e.g. buildings, sport equipment, technology, other students belongings) ● Absconding from supervising teachers (e.g. from classroom or outside learning activities) ● Truancy from school grounds ● Stealing of another person's property ● Bullying (e.g. harassment, repeated threats, exclusion, physical contact and verbal abuse including online platforms) ● Racism ● Misuse of technology (e.g. inappropriate websites, phones or videos and having mobile phones/smart watches in bags/pockets) ● Child protection issue (report to Exec immediately - Use MRG).

Menai Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Menai PS PBL consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on School Bytes.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on School Bytes and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. MPS PBL lessons are taught fortnightly.</p>	<p>4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying coordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. These may include:

- review and document incident in School Bytes
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

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

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

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p>CARES Club Restorative Practices - A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). This is conducted in the computer lab for students to transition into Quiet Play in the library.</p>	Next day at either lunch or recess break.	Run by Exec in consultation with teacher and students involved. Restorative Practice Information	Sentral / School Bytes data, reflection forms, parent/carer communication, follow up actions to support students involved, witnesses and victims.
<p>Reflection Time in Peer Class/ Breaks - 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). 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 peer class or with a familiar teacher.</p>	During class time	Teachers in consultation with LST. Restorative Practices Framework Policy Detention and Time-out Guidelines	Sentral / School Bytes Reports, Parents/Carers contacted, work with LST to support adjustments in the classroom.
<p>Lunch Bunch - This is a structured playground program to teach students skills and strategies to develop and maintain friendships. The goal is to then transfer this learning to the playground. Students can also self-nominate and attend the program. The program has modified the MPS PBL C.A.R.E.S. values to support students develop these skills and strategies.</p>	Up to 4 times a week at lunchtime with the LaST and a SLSO in the LST room.	LaST in consultation with exec and CRT. Students are: - nominated through	Nomination forms Lunch Bunch Program Group roll

		class teacher - referred to Lunch Bunch after attending CARES program - referred by Learning Support Team	
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	Next break	Assistant Principal and LaST	Documented in School Students Individual Student Behaviour Risk Management Plan
Individual Behaviour Monitoring Card – monitors student behaviour to encourage students to achieve their behaviour goals. These cards are used in the classroom and playground.	Same week and following weeks on a case by case basis	Executive	Documented in School Bytes and MPS Google Drive Student Files

Review dates

Development date: 14 August 2024, Term 3 2024

Implementation date: 31 January 2025, Day 1, Term 1, 2025

Review date: Day 1, Term 1, 2026

Appendix 1: Menai PS Student Management and Support Flowchart



Menai Public School Student Management and Support Flowchart



Ready to learn: Student is demonstrating their C.A.R.E.S values						
Minor Behaviours - Teacher managed						
<ul style="list-style-type: none"> Defiance, disrespect or disruption to learning Swearing at school Inappropriate physical contact 		<ul style="list-style-type: none"> Unsafe behaviour Property misuse Out of bounds Teasing and taunting 		<ul style="list-style-type: none"> Refusal to take responsibility for self Inappropriate behaviours in toilets 		
Step 1 - Prompt Give the student their 1st expectation reminder.	→	Step 2 - Redirect & Reteach Give the student their 2nd expectation reminder and reteach desired behaviour.	→	Step 3 - Choice Give the student their 3rd expectation reminder along with a choice of the desired behaviour or consequence.	→	Step 4 - Peer Class Direct the student to their Peer Class to complete a C.A.R.E.S Sheet. Conference with the student upon return to class.
Major Behaviours - Executive managed						
<ul style="list-style-type: none"> Refusal to follow teacher instructions Swearing towards another person Aggression directed at another person Deliberate property damage 		<ul style="list-style-type: none"> Absconding Truancy Stealing another person's property Bullying 		<ul style="list-style-type: none"> Racism Misuse of technology Child protection issues 		
Step 5 - C.A.R.E.S. Club The student attends C.A.R.E.S Club after 3 Minor Behaviours within a week or 1 Major Behaviour . Executive to contact parent/carer by phone if 2 Major Behaviours occur within a week. Principal to contact by phone if 4 Major Behaviours occur within 2 weeks	→	Step 6 - LaST Intervention If behaviours continue, discuss the next actions to support the student with the LaST and Executive.	→	Step 7 - Suspension Process Executive to refer to the <u>Suspension and expulsion procedures</u> for direction and guidance on the requirements for formal cautions and suspension in NSW public schools. This process is on a case by case basis.		
Additional considerations: <ul style="list-style-type: none"> Identify and engage support(s) for the student to return to normal routine Refer to counsellor/wellbeing team, contact parents, conversation with teacher, refer to and/or revise behaviour plans Is suspension required for additional planning time? If so, consult the principal Is a mandatory report required? If so, consult with the principal and MRG 						

Appendix 2: Menai PS PBL Behaviour Management Plan



Menai Public School Student Management and Support Plan



Ready to learn	<p>The student will be:</p> <ul style="list-style-type: none"> • Demonstrating all C.A.R.E.S values
Minor Behaviours - Teacher managed	
Step 1: Prompt Think About It	<p>The student will be:</p> <ul style="list-style-type: none"> • Failing to demonstrate a C.A.R.E.S value <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Provide the student with their 1st verbal cue. For example: <i>"Name, you need to be a Cooperative Cockatoo."</i>
Step 2: Redirect and Reteach	<p>The student will be:</p> <ul style="list-style-type: none"> • Failing to demonstrate a C.A.R.E.S value after 1 verbal cue <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Provide the student with their 2nd verbal cue and restate the expected behaviour. For example: <i>"Name, you need to be a Cooperative Cockatoo by following my instructions the first time."</i> • Provide an opportunity for the student to demonstrate the desired behaviour and provide immediate positive feedback
Step 3: Choice Make Better Choices	<p>The student will be:</p> <ul style="list-style-type: none"> • Failing to demonstrate a C.A.R.E.S value after 2 verbal cues <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Provide the student with their 3rd verbal cue by giving them a choice. Apply a logical consequence if the preferred behaviour is not demonstrated. For example: <i>"Name, you need to be a Cooperative Cookative and follow my instructions or you will be asked to move seats."</i> • Record the incident as a Minor Behaviour and set consequence as the incident outcome on School Bytes <p>Consequences in the classroom may include:</p> <ul style="list-style-type: none"> • Change seating position • Classroom service e.g. reorganising classroom resources • Completing schoolwork with supervising teacher during a break • Restorative discussion with supervising teacher during a break <p>Consequences on the playground may include:</p> <ul style="list-style-type: none"> • Loss of playground privilege during a break • Restorative discussion with supervising teacher on playground duty
Step 4: Conference PeerClass	<p>The student will be:</p> <ul style="list-style-type: none"> • Failing to demonstrate a C.A.R.E.S value after 3 verbal cues and a logical consequence <p>The supervising teacher will:</p> <ul style="list-style-type: none"> • Inform the student that they will be attending their Peer Class for reflection. For example:

	<p style="text-align: center;"><i>"Name, you have chosen to continue with your behaviour so now you need to complete a Peer Class C.A.R.E.S Sheet."</i></p> <ul style="list-style-type: none"> ● Send the student to their Peer Class with the 'Peer Class C.A.R.E.S Sheet' ● When the student returns to class, the supervising teacher needs to unpack their learning goal and reteach the desired behaviour ● Record the incident as a Minor Behaviour and set 'Peer Class - C.A.R.E.S Sheet' as the incident outcome on School Bytes ● Manually file the Peer Class C.A.R.E.S Sheet for personal data <p>Consequences in the classroom will include:</p> <ul style="list-style-type: none"> ● Student must attend their Peer Class for 10 minutes and identify the C.A.R.E.S value that is not being met using the 'Peer Class C.A.R.E.S Sheet' ● Student must conference with the supervising teacher upon return to class <p>The Peer Class teacher will:</p> <ul style="list-style-type: none"> ● Direct the student where to sit and start the 10 minute sand timer ● Monitor the student to ensure they are engaging in the reflection process
Major Behaviours - Executive managed	
<p>Step 5: C.A.R.E.S Club</p>	<p>How do students get here?</p> <ul style="list-style-type: none"> ● Persistent (3 or more) Minor Behaviours within 1 week ● 1 Major Behaviour <p>What do supervising teachers need to do prior to C.A.R.E.S Club?</p> <ul style="list-style-type: none"> ● Record all Minor and Major Behaviours on School Bytes ● Assign C.A.R.E.S Club as an incident outcome on School Bytes for the next available session (Monday, Wednesday or Friday) ● Inform the student that they will be required to attend C.A.R.E.S Club and explain why <p>What is the student expected to do?</p> <ul style="list-style-type: none"> ● Report to C.A.R.E.S Club in the Library on the designated day ● Complete a C.A.R.E.S Sheet independently, demonstrating that they are compliant and accept responsibility for their actions ● Engage meaningfully with the Executive staff member and the restorative conference <p>What are the consequences for the student?</p> <ul style="list-style-type: none"> ● The student will remain off the playground whilst they are engaging in the restorative conference ● The student will be required to attend Quiet Play in the Library once they have completed their restorative conference ● If the student does not engage meaningfully in the initial C.A.R.E.S Club, they will be off the playground for 1st Lunch the following day and must attend the next C.A.R.E.S Club session <p>What do Executive staff members need to do?</p> <ul style="list-style-type: none"> ● Mark the roll for each C.A.R.E.S Club session and reschedule any student who is absent/unable to attend ● Engage in a restorative conference with the student, explicitly highlighting the C.A.R.E.S value that has been broken and establishing strategies for the student to use in the future ● Copy and attach the completed C.A.R.E.S Sheet to the incident recorded on School Bytes and mark as 'Resolved' ● Place a copy of the completed C.A.R.E.S Sheet in an envelope and give to the classroom teacher to ensure the student takes it home for their parent/carer <p>When are parents/carers contacted?</p> <ul style="list-style-type: none"> ● Executive to contact parents/carers by phone if 2 Majors occur within 1 week ● Principal to contact parents/carers by phone if 4 Majors occur within 1 fortnight

<p>Step 6: Learning and Support Team Intervention</p>	<p>What do the supervising teachers need to do?</p> <ul style="list-style-type: none"> ● Identify student with additional needs ● Read relevant LST notes for the student on School Bytes and/or LST student file ● Complete a Menai Public School General Adjustment sheet ● Discuss identified recurring behaviour with your supervisor ● Plan and implement reasonable adjustments for 3 weeks ● Identify and provide evidence of strategies that have been implemented in class to the LaST ● If required, develop a PLASP / PLP with SMART Goals with parent consultation <p>What do LaST and Executive staff members need to do?</p> <ul style="list-style-type: none"> ● If behaviours continue, discuss the next actions and support the classroom teacher to plan and implement. For example: <ul style="list-style-type: none"> ○ Referral to LST, School Counsellor, WHIN or Team Around the School (APLaS) ○ Develop a Risk Management Plan with parent consultation
<p>Step 7: Suspension Process</p>	<p>How do students get here?</p> <ul style="list-style-type: none"> ● Refer to the <u>Suspension and expulsion procedures</u> for direction and guidance on the requirements for suspension in NSW public schools ● This process is based on a case by case basis <p>Formal caution to suspend:</p> <ul style="list-style-type: none"> ● <i>'There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required</i> ● <i>If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers</i> ● <i>There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school</i> <p>A formal caution to suspend must:</p> <ul style="list-style-type: none"> ● be in writing, via email or post, on school letterhead ● be provided to the student and their parents or carers ● outline the behaviour/s of concern ● provide clear behavioural expectations for the student consistent with the <u>Behaviour code for students</u> ● clearly outline the timeframe/expiry date for the formal caution ● highlight the importance of parents or carers in working with the school when managing student behaviour ● provide parents or carers the opportunity to meet with appropriate school staff and a key contact ● advise that the student and parent or carer has the right to a support person in any meeting with the school ● outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour ● indicate if the caution applies to more than one educational setting ● be documented on the department's in-house data system or approved third-party system' <p>Suspension:</p> <ul style="list-style-type: none"> ● <i>'There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations</i> ● <i>The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students</i> ● <i>When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and</i>

	<p>circumstances Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none">• continued/persistent disobedience and/or disruptive behaviour• malicious damage to or theft of property• verbal abuse• bullying and cyberbullying• misuse of technology• discrimination, including that based on sex, race, religion• disability, sexual orientation or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none">• being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes• being in possession of, uses or supplies a suspected illegal/restricted substance• being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms• using an implement as a weapon• seriously threatening or engaging in physically violent behaviour• engaging in serious criminal behaviour related to the school• engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others' <p>Resolving the suspension:</p> <ul style="list-style-type: none">• 'Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension• Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.• The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school• A successful return to school will involve:<ul style="list-style-type: none">• documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies• where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose to themselves, students, staff, or other persons' <p>What is the student expected to do?</p> <ul style="list-style-type: none">• Report to the Principal• Complete the suspension• Attend a resolution meeting with their parent/carer• Re-earn classroom privileges <p>What are the consequences for the student?</p> <ul style="list-style-type: none">• Parent/carer to be notified and a meeting arranged to discuss the plan• Alternate playground program may be implemented• Participation in excursion,s caps and performances subject to risk assessment• May not be able to represent the school in activities pending risk assessment <p>What do Executive staff members need to do?</p> <ul style="list-style-type: none">• Principal to update School Bytes and behaviour database• Principal to communicate outcomes of intervention to staff• Application for Team Around the School intervention program behaviour plan / risk assessment
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Appendix 3: Menai PS C.A.R.E.S Positive Reward System



C.A.R.E.S. POSITIVE REWARD SYSTEM



	<p>Students will receive a Mini token when they are able to demonstrate a C.A.R.E.S Value. These will be issued across all of the school environments. Students will place their Mini in their C.A.R.E.S pocket within their classroom.</p> <p>Minis must have a first name and initial and a teacher's signature to be traded.</p>
	<p>Students trade their minis in groups of 5. The traded minis are placed into the class mini tub for the draw at assembly. Successful students will receive a prize from the MPS Prize Box.</p>
<p>25 Minis = <u>Bronze Award</u></p> 	<p>When students receive 25 Minis in total they will receive a Bronze Merit Certificate presented in the classroom.</p>
<p>50 Minis = <u>Silver Award</u></p> 	<p>When students receive 50 Minis in total they will receive a Silver Award at assembly.</p>
<p>100 Minis = <u>Gold Award</u></p> 	<p>When students receive 100 Minis in total they will receive a Gold Award at Special Term Assembly. Their names will appear in the Menai Mag.</p>

<p>150 Minis = Principals Award</p> 	<p>When students receive 150 Minis or more in total they will receive a Principal's Award at Special Term Assembly. This is an exceptional level of Mini Tokens. Their names will appear in the Menai Mag and be rewarded personally by the Principal.</p>
	<p>At Special Term assemblies, teachers nominate students to receive a special C.A.R.E.S award. This will be awarded to students who consistently demonstrate Menai C.A.R.E.S values.</p>
	<p>At the fortnightly assembly two Menai C.A.R.E.S Awards will be presented to students who have displayed C.A.R.E.S. values.</p>



Cooperative
Cockatoo



Achieving
Anteater



Respectful
Ringtail Possum



Encouraging
Emu



Safe
Shark

Appendix 4: Bullying Response Flowchart

The following flowchart explains the actions Menai Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

