

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.

○ 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. 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, SWEEP worker, Team around the school
- 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
- Peer Support K-6 to upskill students in resilience and belonging
- 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.

- The school will follow and adhere to the [Student Behaviour Policy](#) which provides direction and guidance on supporting and managing safe, responsible and respectful student behaviour in NSW public schools.
- All incidents, wellbeing concerns or important parent/carer contacts are recorded on the Sentral/School Bytes databases to collect data and information to support student intervention needed
- Extra curricular activities, 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, attendance and uniform encouragement awards) and Assemblies / recognition of achievements
- Community involvement - P&C, Fitzroy Program, Scripture programs, Mentors, 3 Bridges, Menai Baptist Church
- Representative Sports Code of Conduct (PSSA Sport)
- SRC and Leadership Team
- Code of Conduct
- Technology Code of Conduct
- 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"> Prevention Early Intervention Targeted Intervention Individual Intervention 	<p>Student Leaders:</p> <p>SRC (Student Representative Council)</p> <p>School Leadership</p> <p>Student Voice</p>	<p>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>	<ul style="list-style-type: none"> - Students - Staff - Executives - LST -Parent/Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	<p>Aboriginal Education</p>	<p>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).</p>	<ul style="list-style-type: none"> - Students - Staff - Executives - LST -Parent/Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual 	<p>Positive Behaviour for Learning (PBL) School Wide</p>	<p>Positive Behaviour for Learning</p> <ul style="list-style-type: none"> Whole school approach - reward system is linked to PBL CARES values (mini tokens) 	<ul style="list-style-type: none"> - Students - Staff - Executives - LST

Care Continuum	Strategy or Program	Details	Audience
Intervention	Approach to supporting Behaviour and positive learning environments.	<ul style="list-style-type: none"> 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. 	-Parent/ Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Restorative Practices (RP)	Restorative Practices NSW Department of Education <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> 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.	- Students - Staff - Executives - LST -Parent/ Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Teacher professional learning in trauma informed practice and	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 - Staff - Executives - LST -Parent/ Carers

Care Continuum	Strategy or Program	Details	Audience
	wellbeing programs	students and families who have experienced trauma or mental health complexities.	- Broader Community
<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> Students Staff Executives LST Parent/ Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Anti Bullying Policy and School Plan	<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 Department of Education Anti-Bullying resources.</p> <p>Whole School approach - Anti Bullying Policies (Source: Bullying No Way! National Action) https://bullyingnoway.gov.au/responding-to-bullying/legislation-and-policy</p>	<ul style="list-style-type: none"> Students Staff Executives LST Parent/ Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	External services	<ul style="list-style-type: none"> SWEEP program (social worker), wellbeing nurse (WHIN), Kids HOPE mentors, Fitzroy Reading (tutoring). The school works with external providers (OT, Speech, Behaviour) to support the families accessing these services. 	<ul style="list-style-type: none"> Students Staff Executives LST Parent/ Carers Broader

Care Continuum	Strategy or Program	Details	Audience
			Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	<p>Use of policy to support students wellbeing and safety</p>	<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>'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)</p>	<ul style="list-style-type: none"> - Students - Staff - Executives - LST -Parent/ Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	<p>Best practices embedded in all areas of the curriculum</p>	<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</p> <p>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>	<ul style="list-style-type: none"> - Students - Staff - Executives - LST -Parent/ Carers - Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	<p>School Community Charter - Collaborative, respectful communication</p>	<p>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.</p>	

Care Continuum	Strategy or Program	Details	Audience
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Open Parachute (Wellbeing Program K-6)	<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"> Students Staff Executives LST Parent/Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Zones of Regulation	<p>Supporting students to regulate their emotions</p> <p>Zones of Regulation 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.</p>	<ul style="list-style-type: none"> Students Staff Executives LST Parent/Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual 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.	<ul style="list-style-type: none"> Students Staff Executives LST Parent/Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual 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.	<ul style="list-style-type: none"> Students Staff Executives LST Parent/Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual 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	<ul style="list-style-type: none"> Students Staff Executives LST Parent/

Care Continuum	Strategy or Program	Details	Audience
		From Me to make changes based on parent suggestions.	Carers - Broader Community
<ul style="list-style-type: none"> 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. Students are selected to participate in SLSO facilitated clubs at lunchtime and recess. SLSOs model and encourage prosocial language and behaviours necessary for establishing and maintaining relationships with peers. Dance, Choir, Coding, Gardening Club, Breakfast Club, Lunch Bunch, Quiet Play, PSSA, Public Speaking etc	<ul style="list-style-type: none"> Students Staff Executives LST Parent/Carers Broader Community
<ul style="list-style-type: none"> Prevention Early Intervention Targeted Intervention Individual Intervention 	Learning and Support	Students with specific needs and funding will have PLASP's created that focus on their 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	<ul style="list-style-type: none"> Students Staff Executives LST Parent/Carers Broader Community

▪ Reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
CARES Club Restorative Practices	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. Restorative Practice Information	Sentral / School Bytes data, reflection forms, parent/carer communication, follow up actions to support students involved, witnesses and victims.
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	Teachers in consultation with LST. Restorative Practices Framework Policy	Sentral / School Bytes Reports, Parents/Carers contacted, work with LST to support adjustments in the classroom..

Action	When and how long?	Who coordinates?	How are these recorded?
	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.	Detention and Time-out Guidelines	
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.	LaST in consultation with exec and CRT. Students are: - nominated through class teacher - referred to Lunch Bunch after attending CARES program - referred by Learning Support Team	Nomination forms Group roll



■ 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 published 3 times per term
- PBL Brochure given at 'Meet the Teacher' night and to new students
- School Assemblies - Slides reinforce the school wide focus
- School information and notes emailed out through School Bytes
- 'Menai Primary School Official' Facebook Page
- School Bytes - Emails or SMS
- [Menai Public School's Website](#)
- School Contacts such as phone 02 9543 4924 or email menai-p.school@det.nsw.edu.au

■ School Anti-bullying Plan

Refer to the [Student Behaviour Policy](#) and **Anti-Bullying Plan** found on [Menai Public School's Website](#).



■ Menai Public School Positive Behaviour for Learning School Plan

Refer to the [Menai Public School Positive Behaviour for Learning School Plan](#) for more information.

■ Reviewing dates

School Behaviour Support and Management Plan	
Date completed:	03/03/2023
Date Reviewed:	02/05/2024
Reviewed by:	<i>R/Principal – Alison Hanegraaf Assistant Principal – Duncan Hunt LaST – Jenny Ibanez</i>
Next Review date: Our plan is reviewed each year and published on our website	Term 2 2025