

Meadowbank Public School Behaviour Support and Management Plan

Overview

Meadowbank Public School is committed to explicitly teaching and modelling positive behaviour and 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 and responsible 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.

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

- [PAX Good Behaviour Game](#)
- Positive Behaviour for Learning (PBL)
- The Meadowbank Way

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

Meadowbank 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

Meadowbank 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 at community hub meetings, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

- Community Hubs targeting specific areas to raise awareness within the school community

Meadowbank Public School will communicate these expectations to parents/carers through the school newsletter, school website, social media platforms and parent meetings. 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

Meadowbank Public School has the following school-wide expectations and rules:

To be Safe, Respectful and Responsible learners.

The Meadowbank Way

PAX

| Safe | Respectful | Responsible |
|--|---|-----------------------------------|
| Walk to your destination | Always be polite and use kind words and actions | Care for the school environment |
| Stay and play where there is supervision | Be an active listener | Care for own and others' property |
| Report problems to a teacher immediately | Follow teacher instructions | Set a good example |
| Share play spaces | Play fairly and follow the rules of your game | Make good choices |

The Meadowbank Way

Ready to learn

Attendance

Addressing Adults

Independent Learner

Moving around the school

Bullying and Resilience

PAX Good Behaviour Game

Staff have been trained in the implementation of PAX.

PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.

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

Our 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 | PAX Good Behaviour Game | PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. | All |
| | Classroom rules and positive reinforcement | Class based rewards systems and positive reinforcement of expectations through PBL rewards. | |
| | Quality Relationships | Parent / Teacher relationships are established early through Meet the Teacher evening. | |
| Prevention | Child protection | Teaching child protection education is a mandatory part of the syllabus. | Students K - 6 |
| Prevention / Early Intervention / | Australian eSafety Commissioner Toolkit for | The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about | All |

| Care Continuum | Strategy or Program | Details | Audience |
|------------------------------------|--|--|--|
| Targeted / Individual | <u>Schools</u> to prevent and respond to cyberbullying | creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. | |
| Early Intervention | Social Group | Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. Students identified via wellbeing data in SENTRAL or referral via LAsT | Individual students K - 6 |
| Targeted / Individual intervention | <u>Learning and Support</u> | The LaST works with teachers, students and families to support students who require personalised learning and support. | All |
| Targeted Intervention | Yellow Card Orange Card | Reflect on student behaviour, choices and consequences, and engage in restorative practices. | |
| Targeted / individual intervention | <u>Attendance support</u> | The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. | Individual students, attendance co-ordinator |
| Individual intervention | <u>Individual behaviour support planning</u> | This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. | Individual students, parent/carer, LAsT, AP |

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. Planned responses to behaviour that does not meet school expectations are either teacher or

executive managed. Staff use the school behaviour flowchart (appendix 1) in deciding whether a behaviour is teacher managed or executive managed.

Meadowbank 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, for example through 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 the school behaviour flowchart (appendix 1) 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 inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

| Classroom | Non-classroom setting |
|---|---|
| <ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change | <ul style="list-style-type: none"> • rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction |

| | |
|--|--|
| <ul style="list-style-type: none">• stay in at break to discuss/ complete work• conference• detention, reflection and restorative practices• communication with parent/carer. | <ul style="list-style-type: none">• walk with teacher• detention, reflection and restorative practices• communication with parent/carer. |
|--|--|

Meadowbank Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. PAX Good Behaviour Game (PAX GBG) and Positive Behaviour for Learning consist 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 through PBL and The Meadowbank Way.</p> <p>Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through assemblies.</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.</p> |
| <p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcers 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 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:</p> <ul style="list-style-type: none"> -free and frequent-gotchas -moderate and intermittent-Good Efforts -significant and infrequent Merit Awards, presented at assemblies <p>Intermittent and infrequent reinforcers are recorded on SENTRAL.</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 incidents SENTRAL. Contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p> |
| <p>4. Social emotional learning lessons are taught (PAX GBG and Positive Behaviour for Learning at the beginning of the year and at regular intervals.</p> | <p>4. Refers to LAsT or supervisor Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or executive staff such as the deputy principal.</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 on SENTRAL. These may include:

- review and document incident
- refer to Social Skills Group if required for repeated behaviours
- 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? |
|--|--|---------------------|-------------------------|
| Reflection room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection) | Next day at either lunch or recess break | Assistant Principal | Documented In SENTRAL |
| 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 (detention) | Next break | Assistant Principal | Documented in SENTRAL |
| Restorative practice – Social Skills group | Scheduled for either lunch or recess break | Assistant Principal | Documented in SENTRAL |

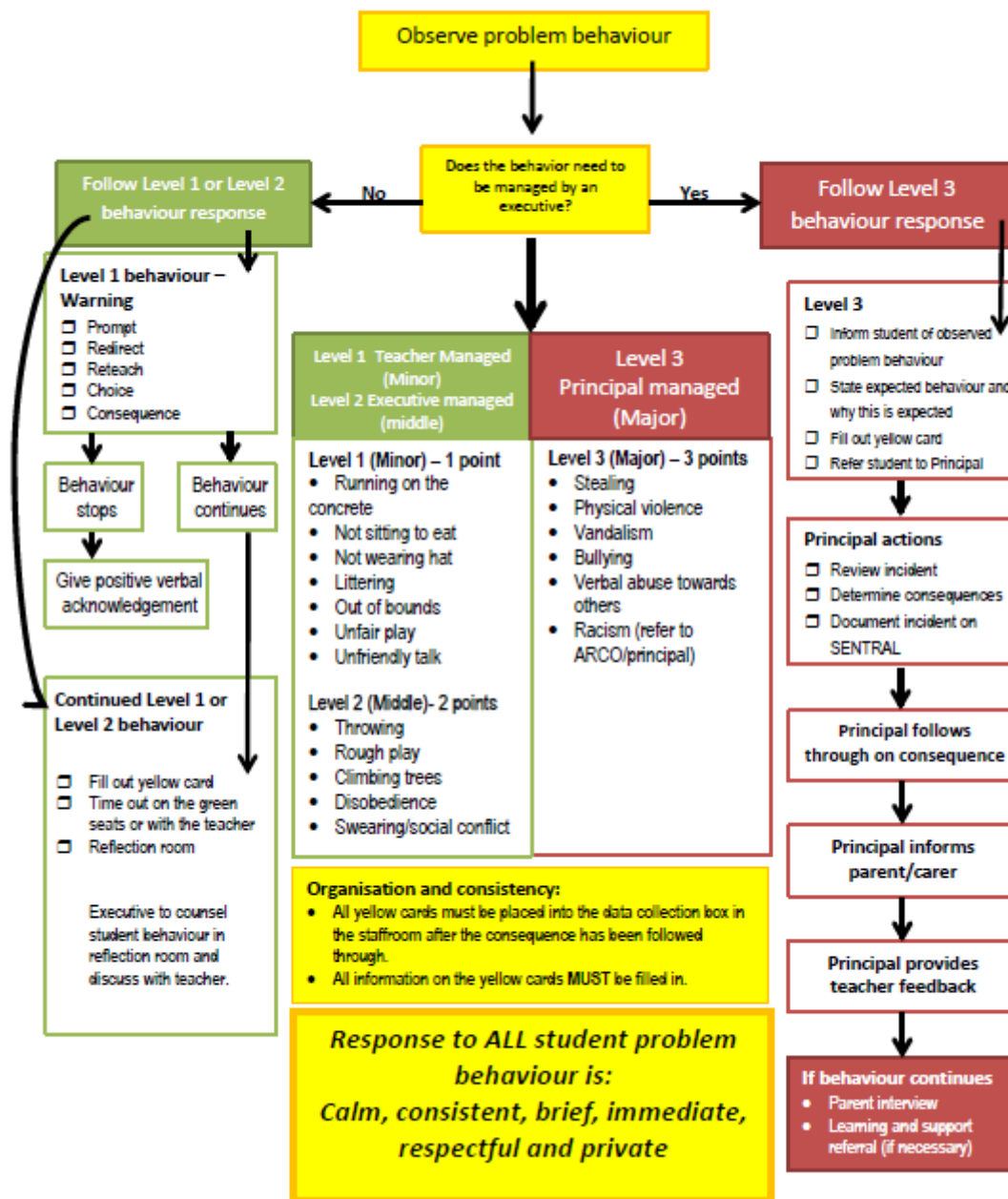
Review dates

Last review date: Week 5 Term 4 2024

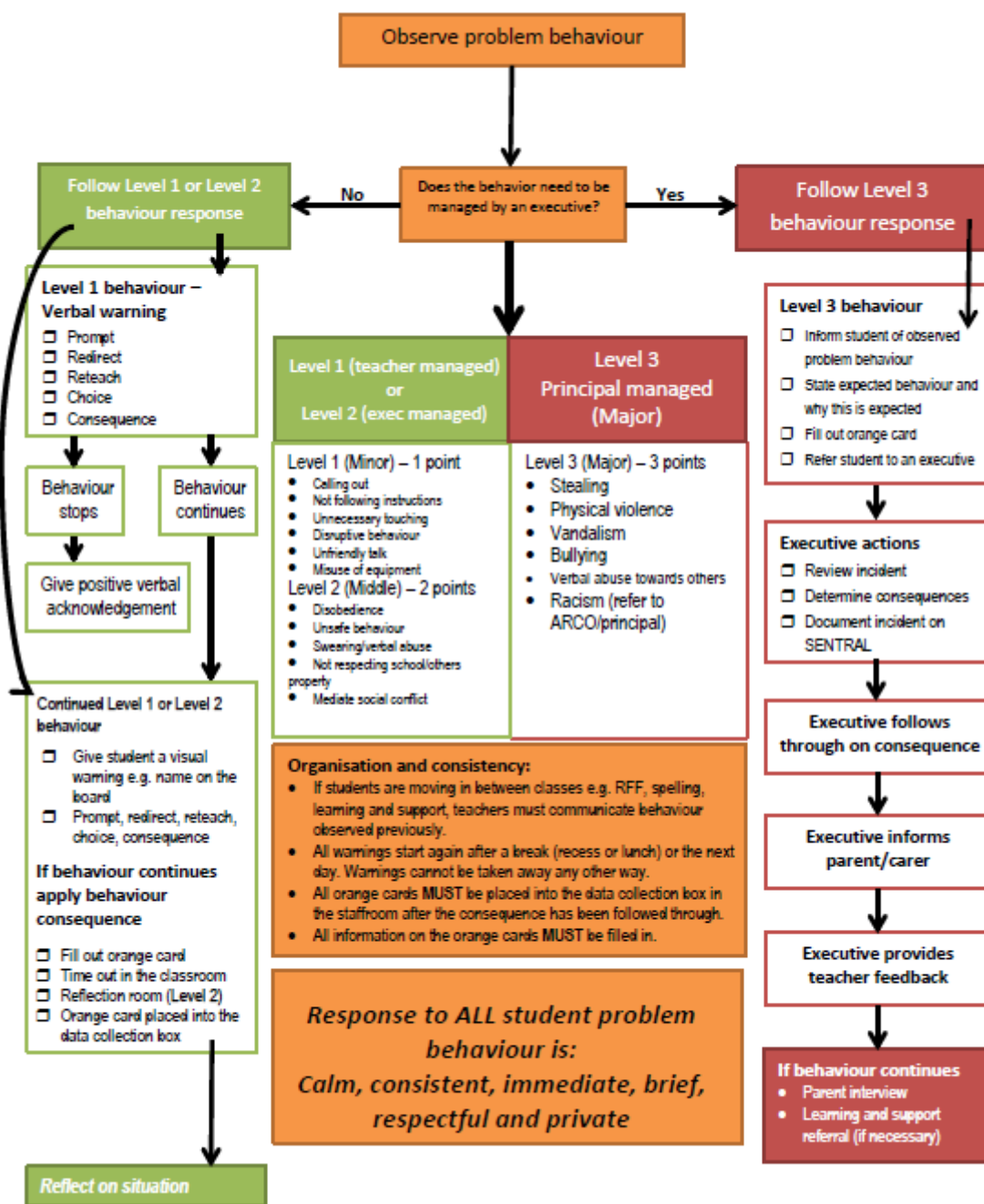
Next review date: Week 5 Term 4 2025

Appendix 1: Behaviour management flowchart

Playground Behaviour Management Flowchart – Meadowbank Public School



Classroom Behaviour Management Flowchart – Meadowbank Public School

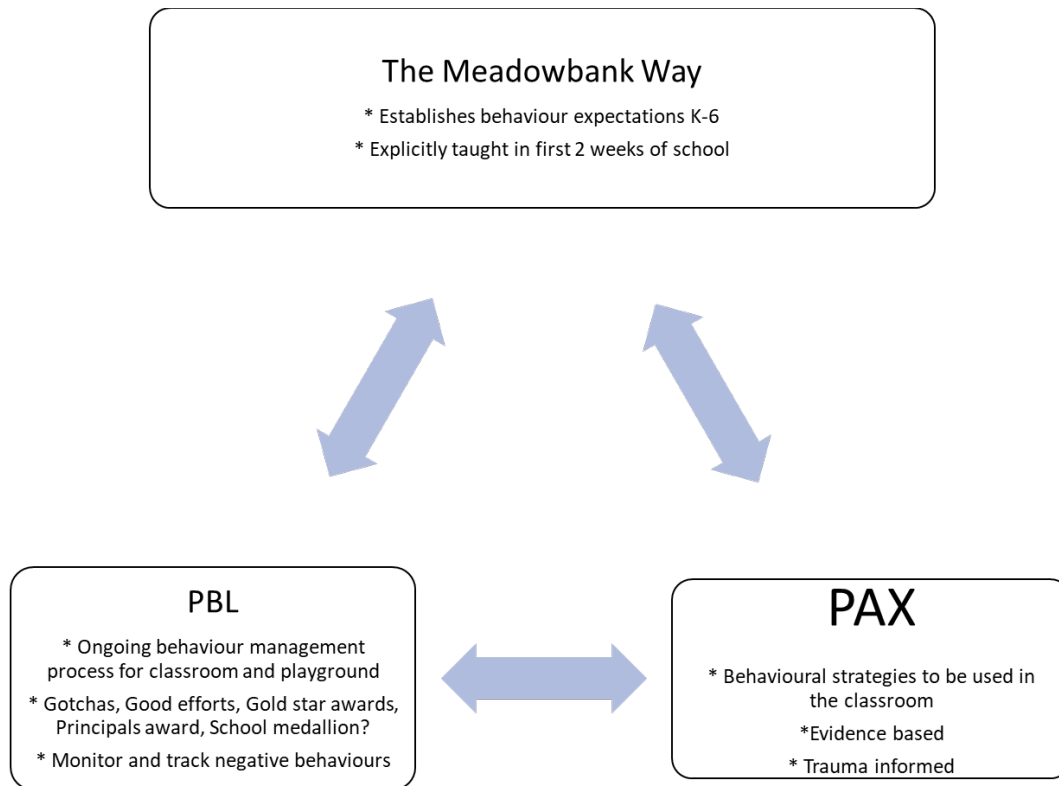


Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Meadowbank 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.



Appendix 3: Meadowbank Public School Wellbeing Vision



Appendix 4: Meadowbank Way Contents

The Meadowbank Way

Contents

Section 1- Ready to Learn
Assembly
Uniform

Section 2- Attendance
Awards
Equipment

Section 3- Addressing Adults
National Anthem and School Song
School rules

Section 4- Independent Learner
Moving around the school
Bullying and Resilience

Section 5- Acknowledgement of Country
Bookwork standards

Appendix 5: PBL Matrix



Meadowbank Public School – PBL Matrix

| | Safe | Respectful | Responsible |
|---------------------|---|--|---|
| ALL SETTINGS | <ul style="list-style-type: none"> Move sensibly Be in the right place at the right time Play safely Report problems to teacher at right time | <ul style="list-style-type: none"> Always be polite and use kind words and actions Be an active listener Follow teacher instructions | <ul style="list-style-type: none"> Care for the school environment Care for own and others property Set a good example Make good choices |
| EATING TIME | <ul style="list-style-type: none"> Stay seated at all times Do not share food with others | <ul style="list-style-type: none"> Listen to teacher instructions Raise your hand and remain silent to be dismissed Look at the teacher when the bell goes Talk in a quiet voice | <ul style="list-style-type: none"> Go to the toilet before sitting down or after eating time has finished Put all rubbish in the bin when dismissed Store lunch containers in class tubs when finished |
| PLAY TIME | <ul style="list-style-type: none"> Walk on all concrete areas Be mindful of other students in the grass area. Wear school hat | <ul style="list-style-type: none"> Share school equipment Treat equipment with respect Play fairly and follow game rules Use friendly language to peers and staff | <ul style="list-style-type: none"> Return all school play equipment to sport bins once you have finished |
| CANTEEN | <ul style="list-style-type: none"> Keep your hands and feet to yourself | <ul style="list-style-type: none"> Wait your turn Use 'please' and 'thank you' | <ul style="list-style-type: none"> Line up behind the lines Only purchase for yourself Join end of the line |
| HALL | <ul style="list-style-type: none"> Play safely away from stage | <ul style="list-style-type: none"> Quiet voices Play fairly Treat equipment with respect | <ul style="list-style-type: none"> Pack away all games |
| TOILETS | <ul style="list-style-type: none"> Keep food outside Walk in and out One person in each toilet Use, flush, wash and leave | <ul style="list-style-type: none"> Wait your turn if toilets are full Respect other students' privacy | <ul style="list-style-type: none"> Use toilets sensibly Be water-wise Wait outside for friends |
| BAG AREA | <ul style="list-style-type: none"> Be patient Wait your turn | <ul style="list-style-type: none"> Store your bag in your own space Only remove items from your bag | <ul style="list-style-type: none"> Neatly store bag Zip up bag |
| STAIRS | <ul style="list-style-type: none"> Walk on the left | <ul style="list-style-type: none"> Walk quietly Stay in line | <ul style="list-style-type: none"> Keep stairs clean of rubbish |
| OFFICE | <ul style="list-style-type: none"> Walk in and out sensibly and quietly | <ul style="list-style-type: none"> Wait patiently Use manners | <ul style="list-style-type: none"> Deliver message clearly |
| LIBRARY | <ul style="list-style-type: none"> Walk sensibly | <ul style="list-style-type: none"> Quiet voices Play fairly Treat equipment with respect Only use computers with permission | <ul style="list-style-type: none"> Return all books correctly Pack up all equipment |