



MEDOWIE PUBLIC SCHOOL

STUDENT BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

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WELCOME

The Student Behaviour Support and Management Plan at Medowie Public School encompasses everything our school carries out to meet the personal, social and emotional learning needs of our students. This is achieved by creating a safe, caring school environment in which our students are nurtured as they learn. Our school incorporates daily explicit lessons in PBL (Positive Behaviour for Learning) and provides ongoing educational services to support students. We recognise diversity in the school community and provide programs and support which acknowledge difference and promote harmony. Medowie Public School provides opportunities for students to enjoy success and recognition, derive enjoyment from their learning and make a useful contribution to the life of the school.

Medowie Public School
will *ignite the spark* for all
students by:

- engaging **collaboratively**
- **communicating** confidently
- learning **creatively**
- reflecting **critically**



Our PBL Expectations:

- **Responsible**
- **Respectful**
- **Resilient**



Principal: Allison Thompson

Behaviour Support and Management Plan

Overview

Medowie Public School is committed to explicitly teaching and modelling positive behaviour to support all our students to be engaged with their learning. Our goal is to support every child to participate positively in our school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop respectful, responsible and resilient learners within a caring and inclusive learning community.

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

Key programs prioritised and valued by the school community are:

- Whole School Positive Behaviour for Learning (PBL) K-6
- Supporting Raymond Terrace Community Positive Behaviour for Learning K-6
- Aboriginal Cultural Programs provided by external agencies
- Junior AECG
- Buddy Program
- Kindergarten, High School transition and change of school year transitions
- Student Representative Council
- Student Leadership in Primary Schools (SLIPS) program
- Extra-curricular activities
- Defence School Mentor

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

Medowie 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

Medowie Public School will partner with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying 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.



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



The School Community Charter informs parents and carers on how to engage in NSW public schools.



School Community Charter

 **Collaborative. Respectful. Communication.**

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

What our schools provide

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

The best education happens when parents and schools work together.

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



Positive environments

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

Parents and carers can expect:

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

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

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



We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.
Respectful.
Communication.**

School Community Charter

education.nsw.gov.au

School-wide Expectations and Rules

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

- All staff and students are respectful, responsible and resilient.
- Students can strive to achieve the '*respectful*', '*responsible*' and '*resilient*' awards by displaying the following types of behaviour in class and/or in the playground. At Medowie Public School we:

	❖ Use manners ❖ Speak kindly to everyone ❖ Look after the environment
	❖ Move safely ❖ Are in the right place at the right time ❖ Are accountable for personal actions
	❖ Encourage others ❖ Have a positive attitude ❖ Follow instructions

Taken from PBL All Settings Matrix – Displayed in every classroom

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

- Explicit PBL lessons K-6 every day
- Explicit PBL reinforcement in Teams meeting – Monday to Thursday
- Explicit teaching of the school rules
- Consistent whole school reinforcement and recognition of positive behaviour through; '*Bunji*' coins and tokens, community PBL awards and merit awards
- Student Leadership
- Explicit teaching and use of the Learning Disposition Wheel (LDW) in teaching and learning activities

Throughout the day all our teachers look for examples of students who are '*being respectful*', '*being responsible*' and '*being resilient*'. This can occur in the classroom or in the playground. The identified students will immediately be given a PBL coin. PBL coins are placed in a container located in their classroom. There is no limit to the number of coins that can be handed out to students throughout the school day. Once the container is full of PBL coins the whole class is eligible for a reward. Whole class school rewards are negotiated at the commencement of each school year. The students vote on a range of rewards that are ranked from most popular through to least popular with their teacher. Examples of suitable whole class rewards include, but are not limited to double lunches, out of uniform days, crazy hair days, sport afternoons, board game afternoons and discos.



A secondary PBL awards system recognises Medowie students who display our school expectations consistently and for sustained periods every school day. These awards are documented in our online management system under positive incidents. Three to five Bunji PBL token cards will be distributed every school day by every staff member.



It is the student's responsibility to take pride in these awards and keep them in a safe place. When students obtain 10 Bunji PBL token cards, they are eligible for a certificate. These certificates are presented at Friday assemblies. Students will be able to achieve 'Positive', 'Behaviour', 'Learning' and 'Ultimate' PBL awards. Each certificate will also provide every student at the end of the school term with an additional reward to recognise their ongoing commitment to following our school expectations.



Positive Award 10 Tokens

Students who receive a bronze certificate will be granted an additional 30 minutes of play at the end of the term in which they receive the award.

Behaviour Award

+ 10 Tokens (20 in total)

Students who receive a silver certificate will be invited to a morning tea with the Principal at the end of term in which they receive the award.



Learning Award +10 tokens (30 in total)

Students who receive a gold certificate will have their name displayed in a new library book as being a 'gold student'. These students will be the first allowed to borrow this book. This will occur at the time the award is achieved.

Ultimate PBL Award

+ 10 tokens (40 in total)

Students in Years K-5 will be awarded with a badge that recognises them as an Ultimate PBL student. Students will be able to proudly wear this badge the following school year to recognise their outstanding commitment to following the school's expectations. Students in Year 6 will be presented with a medallion at Presentation Day. The Principal may also reward these students with a special 'treat day' at the conclusion of the school year to be determined annually by the PBL committee.



If a student reaches the Ultimate PBL Award within a year they will receive a badge that they can wear every day from then on. Every subsequent year that they achieve this they will be given another badge and further recognition. In theory, students who strive for perfect behaviour may end up with seven Ultimate PBL Award badges by the end of primary school.

Merit Awards

Our classroom teachers acknowledge the achievement of two students each week. This is acknowledged at Friday award assemblies held either in our school hall or top playground. Merit awards are for outstanding effort in any area – academic, social or environmental. Award recipients are acknowledged in the school newsletter with a group photo.



Student Leadership

Students are happier and participate more effectively in their education when their ideas are heard, and their opinions valued. To prepare our students in their transition from primary to high school, there is a variety of student leadership opportunities. These include School Captains and Vice Captains, Prefects, House Captains and Vice Captains as well as Junior AECG executive. Our school benefits from our students being involved in school organisation and planning whilst providing them with necessary leadership skills for life.

A student leader will:

- in all settings always wear full school uniform.
- display exemplary respectful, responsible and resilient behaviour.
- always be trustworthy and honest.
- perform rostered duties with enthusiasm.
- always show respect toward all teachers, students and community members.
- be a role model in the classroom and on the playground.

Student Leadership Program:

Satisfactory completion of the Student Leadership Program including the final project is a requirement to be eligible for a leadership position the following year. All Year 5 students complete the program regardless of whether they are going for a leadership position or not. Participation and behaviour throughout the program will be taken into consideration when electing leaders.

Loss of Position:

Where the above criteria are not met or following formal complaints by members of the school community, and depending on the severity of the behaviour, action will be taken as follows:

1. Warning and counselling by the Assistant Principal or Principal.
2. Loss of position (badge and privileges) for two weeks.
3. Loss of position (badge and privileges) for the rest of the term.
4. In extreme, repeated negative behaviour, loss of position (badge and privileges) for the remainder of the year.

The Principal/Assistant Principal will determine the action taken, in consultation with relevant staff as to the length or loss of position. If the behaviour is severe (e.g. offensive or discriminatory language, threatening or violent behaviour towards a member of staff, student, parent or visitor) or behaviour in the community that brings the school's name into disrepute; immediate loss of position will occur. Appropriate communication will advise parents of issues of concern.



School Captains, Vice Captains and Prefects

School Captains, Vice Captains and Prefects are elected by Medowie students and staff members. They maintain a student leadership role throughout the school year and are involved in a variety of activities that include but are not limited to leading school assemblies, the SRC, representing the school at formal functions and acting as role models for their peers.

- Year 5 students can self-nominate or be nominated by another child.
- Successful completion of the *Student Leadership In Primary Schools* (SLIPS) program is required for all Year 5 students who self-nominate or are nominated by their peers.
- Nominated students seeking a Captain or Prefect role will present a speech to a special Years 2–6 assembly.
- Nominated candidates are ineligible to stand for School Captain positions if they have had 3 or more planning rooms in their current scholastic year or have been suspended in the last two school years.
- A general election will be held for all students from Years 2 – 6 and all staff. All votes are of equal value. Votes will be collated by students and staff completing a google form.
- The first two students who have the highest number of votes will become Medowie School Captains, the next two students will become Vice Captains and the next four students will become Prefects.

House Captains

House Captains and House Vice Captains are elected each year. This is completed at the end of a school year to allow Captains and Vice Captains to be ready to start at the beginning of the new school year when they are in Year 6. These roles require students to assist in the running of sporting events including the swimming, cross country and athletics carnivals. These students are expected to be good role models for their peers by demonstrating sportsmanship, resilience, enthusiasm and determination. House Captains and House Vice Captains will be elected via the following process.

- Year 5 students can self-nominate or be nominated by another child.
- Successful completion of the *Student Leadership In Primary Schools* (SLIPS) program is required for all Year 5 students who self-nominate or are nominated by their peers.
- Nominated students seeking to be a House Captain or a Vice Captain will present a short speech to their peers in Years 2-6 during a house meeting.
- Nominated candidates are ineligible to be elected into the role of a House or Vice House Captain if they have had 3 or more planning rooms in their current scholastic year or have been suspended in the last two school years.
- In the event there is no Year 5 student who is eligible to stand as House Captain, a Year 4 student will be eligible who fits the outlined criteria.
- Teachers coordinating the house meeting will run the election and determine the elected students.
- House Captains and House Vice Captains will be awarded their badges at a whole school assembly or presentation day.

House Captains and House Vice Captains are required to assist in the coordination of weekly stage 2 and 3 sport. They are responsible for marking the role of their group and directing them to their correct sports rotation. Students need to role model teamwork, sportsmanship and display resilience. Elected students are also required to assist in the setting up and packing up of weekly sport activities.

Junior AECG

The Medowie Public School Junior Aboriginal Education Consultative Group (Junior AECG) is comprised of Aboriginal and Torres Strait Islander students between the ages of 10-13. The aim of the Junior AECG is to promote improvement within our school by providing a forum to empower Aboriginal and Torres Strait Islander students through involvement in school decision making. The Junior AECG provides advice and ideas to the school and community regarding what they want for Aboriginal students within our school.

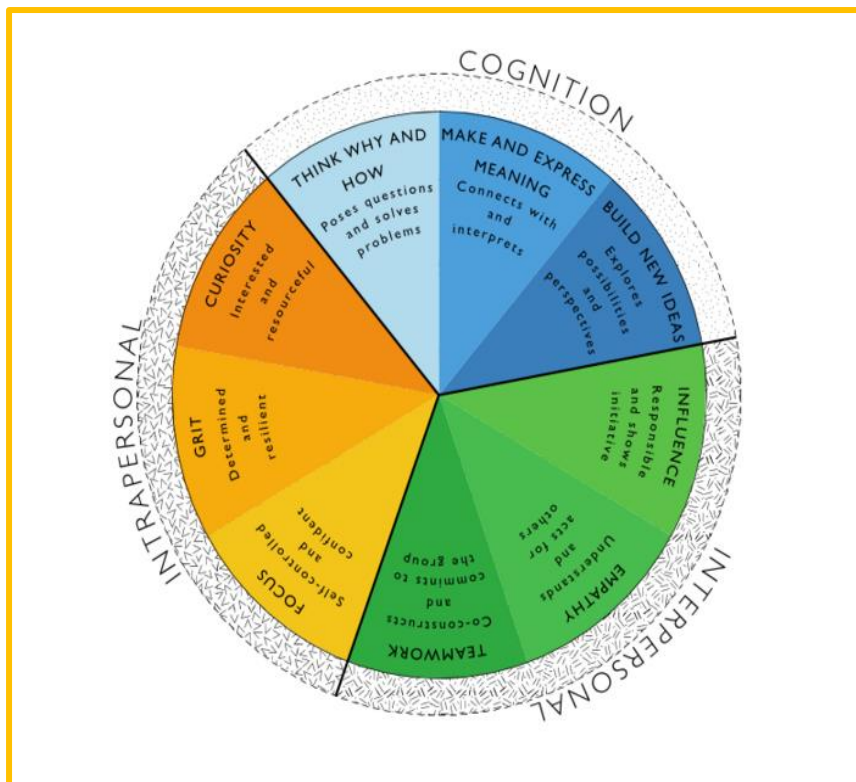
Junior AECG positions include:

- *President*: Chairs meetings, makes speeches, prepares and plans activities, prepares items of discussion, co-ordinates with teachers.
- *Vice President*: Supports the President, presents minutes of previous meetings, takes over if the President is away.
- *Secretary*: Keeps records of all meetings, presents minutes of previous meetings.
- *Assistant Secretary*: Supports the Secretary.

A full member of the Youyoong AECG will conduct the election process at the beginning of each calendar school year.

Learning Disposition Wheel

The Learning Disposition Wheel highlights 9 elements segmented into three sections - cognition, intrapersonal and interpersonal skills. Every element is necessary for students to be able to learn effectively and have good well-being. The wheel is designed to assist children in being able to regulate their own behaviour by looking at each of the elements. For example, if a child is having difficulty in being able to persist and apply themselves in mathematics when they come across problem based questions, they can refer to the wheel to work out what skill they need. Working on 'grit' would allow a child to develop the stamina to persist and solve these kinds of questions. Similarly, students who are unable to regulate their emotions when they get out in a game of sport could refer to the wheel and work on 'focus' so they are able to remain in control when these situations arise.



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.

NSW Department of Education



Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

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

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

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Whole School Approach across the Care Continuum



Prevention

Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Continuum	Strategy	Details	Audience
Prevention	PBL Universal Language and Expectations	The school language and expectations are built around the DoE student behaviour code – Respectful/Respect, Responsible/Safety, Resilience/Engagement.	Whole School
	Explicit Teaching of Expected Behaviours	- School expectations are reinforced through the delivery of daily PBL lessons. - School wide signage reinforces the expected student behaviours across various school settings. - Anti-racism officer (ARCO) promotes anti-racism education, supports students who have experienced racism and monitors racism incidents. - Staff reinforce the school anti-bullying policy in conjunction with education programs that are designed to empower students.	Whole School
	Positive Reinforcement, Programs and Acknowledgement	- Staff issue two merit awards each week. - Staff actively communicate with parents/carers by email, phone calls and parent meetings. - A variety of different lunchtime activities are conducted at lunch and/or recess breaks which are supervised by staff members. - Students are acknowledged for exceptional behaviour through the tiered PBL reward system – positive, behaviour, learning and ultimate PBL awards. - Friends Program – explicit teaching of social and emotional learning. - Student leadership opportunities – Captains, Prefects, SRC members, JAECG. - Breakfast club. - Use of mindfulness into everyday teaching and learning practices. - Community PBL awards.	Whole School

Early Intervention

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Continuum	Strategy	Details	Audience
Early Intervention	Classroom Management strategies and routines	• Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning, social and emotional learning and trauma informed practices that provide an effective blend of strategies, routines and interventions that address positive student behaviours and age-appropriate negative behaviour incidents. • Consistent classroom expectation signage in every classroom. • Staff work collaboratively with each other to create and maintain positive learning environments that are conducive to learning. Adjustments to learning spaces are created as required – calming tents, sensory toys, fidgets, brain breaks. • Personalised learning and support plans for identified students. • Teacher and student goal setting. • Visual timetables – whole class and/or individual. • Use of restorative questioning frameworks.	Whole School
	Transition	• Transition program from pre-school to primary school that is tailored for universal and targeted individual support – 4 sessions in duration. • Learning and Support and Kindergarten teacher visits and observations with local pre-schools. • Transition to high school programs – gifted and high potential, bridge building, orientation days, taster lessons. • Transition K-5 program to experience. teacher/classroom in grade level one year above.	Whole School
	New Arrivals	• Transition students from EAL/D backgrounds to classroom settings to support academic and social/emotional wellbeing utilising funding for additional staffing allocations as required.	Whole School

Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Continuum	Strategy	Details	Audience
Targeted Intervention	Learning and Support	- Some students require early and targeted interventions to be successful at school. This is referred to as Tier 2. The school's implementation of the care continuum ensures that proactive interventions are utilised responsively by all staff. - Learning Support Team is comprised of School Counsellor, Learning Support Teacher, Assistant Principal, Curriculum & Instruction and Principal. - Following a referral to the Learning and Support Team, interventions are aligned to student needs which may include: behaviour management plans, disability provision, student learning and support officer, playground monitoring cards, individual student task cards. - Class and playground observations by Learning Support Teacher and Executive. - Liaising with external agencies including medical professional, health agencies, government services and community organisations. - Following a referral to the school's Learning and Support Team, interventions are aligned to the needs of the student which may include: - Functional Behaviour Assessment - Review of current student plans - Referral to Assistant Principal, Learning and Support (APLaS) - Small group learning support	Classroom Teacher, Learning & Support Teacher, Executive Staff
	Family Engagement	Regular communication between school and home through – emails, meetings, communication books, check-in/check-outs, parent face-to-face meetings.	Parent/Carer, Executive Staff

Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Continuum	Strategy	Details	Audience
Individual Interventions	Attendance Administration	- It is the responsibility of the parent/carer to ensure that child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Interventions include: daily attendance SMS, 3 day absence call, weekly attendance monitoring. - Learning Support Team meetings with parents and carers to discuss individual attendance strategies. Strategies considered include Part Day exemptions (up to 5 weeks) and Exemption from school attendance (up to 100 days).	Individual students & Attendance team
	Behaviour, Learning and support	- At times, some students require individualised and targeted interventions to support their behaviour and education progress. This is referred to as Tier 3. The first port of call is the stage Assistant Principal which is responsible for the coordination and initial management of student and parent/carer learning or wellbeing concerns. - External program referrals (Benevolent Society and PSFaNS) - OOHC meetings - Learning and Support Team engage 'Team Around a School' to apply for integration funding and support and/or placement in a support class by completing an Access Request. - APLaS - Learning Wellbeing Officer (LWO) - Small group learning support	Individual students, Learning & Support Teacher, Executive Staff



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

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.

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 (including age and diagnosed disabilities).

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – high level or persistent inappropriate behaviour of concern is managed by school executive.

Classroom	Non-classroom setting
rule reminder re-direct offer choice error correction prompts reteach seat change stay in at break to discuss/ complete work reflection and restorative practices communication with parent/carers	rule reminder re-direct offer choice error correction prompts reteach play or playground re-direction walk with teacher reflection and restorative practices communication with parent/carers

Examples of appropriate redirection strategies used by staff in classroom and playground settings

Medowie Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Fun Friend skills 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.

Responses to serious behaviours of concern

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

- review and documentation of incident.
- 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.
- reflection and restorative practices.
- liaise with Team Around a School for additional support or advice.
- communication and collaboration with parents/carers (phone, email, parent 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.

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.

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.

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, parents and carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found on the eSafety Guide located on the following website: <https://www.esafety.gov.au/key-topics/esafety-guide>



Reflection and Restorative Practices



To ensure the safety and wellbeing of all students and staff, it is essential that behaviour is managed appropriately. Where students do not respond positively to the expectations of our school and community, it may be necessary to apply a fair, reasonable, and proportionate action.

Reset in Class	Details	Duration and Guidelines	Approved Staff
	- Classroom expectations are displayed in every learning space within the school. - Students are given warnings for not following the school's expectations of being respectful, responsible, and resilient. - These warnings are given verbally. They are not recorded in a public space for other students or visitors to see. - Students who are given 3 warnings are asked to 'reset'. This will require a form of 'time out'. The time out will either occur in the current learning space (if appropriate) or in a buddy classroom. - The space provided is quiet to give the student time to reset their behaviour.	- Students are given the individual time they require to 'reset'. - If the student requires longer than 15 minutes and a SLSO is in the classroom, they will take the student for a walk outside. - In the event there is no SLSO, the LaST, Stage Supervisor or Principal will be called and will talk to the student and offer strategies for the student to reset. - The 'Reset' will be recorded by the supervising staff member in School Bytes, Wellbeing.	- Classroom Teachers - LaST - Stage Supervisors - SLSO
Reset Strategies			

Types of Classroom Incidents That May Require School Action

Respectful school expectation is not being followed	Responsible school expectation is not being followed	Resilient school expectation is not being followed
Inappropriate language (Minor) Messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing). Mild Disruption (Minor) Talking while teacher is speaking. Loud voices or noises indoors. Harassment (Major) <i>Harassment/Tease/Taunt</i> Student delivers disrespectful messages (verbal or gestural) to another person which includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Abusive Language (Major) <i>Abusive Language/Inappropriate language/Profanity</i> Messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.	Physical Contact (Minor) Non-serious, but inappropriate physical contact (i.e. over-affectionate, patting, light tapping, etc.). Property Misuse (Minor) Student deliberately destroys another student's equipment/ possession or work in an inappropriate way (low-intensity) i.e. scribbles on another student's page, snaps another student's pencil through rough handling. Fractional Truancy (Minor) Missing whole lessons or part lessons. Cheating/Plagiarism (Minor) Act dishonestly or unfairly in order to gain an advantage, especially in a game or examination: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source. Physical Aggression (Major) Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Forgery or Theft (Major) Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). This also includes identify theft. Property Damage (Major) Any form of injury or damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property. Absconding (Major) Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues.	Non-Compliance (Minor) <i>Defiance/Disrespect/Non-Compliance</i> Low-intensity failure to respond to adult requests (i.e. yelling, 'no!' when asked to do something). Defiance (Major) <i>Disrespect/Non-Compliance</i> Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after the initial request has been made directly to that student.

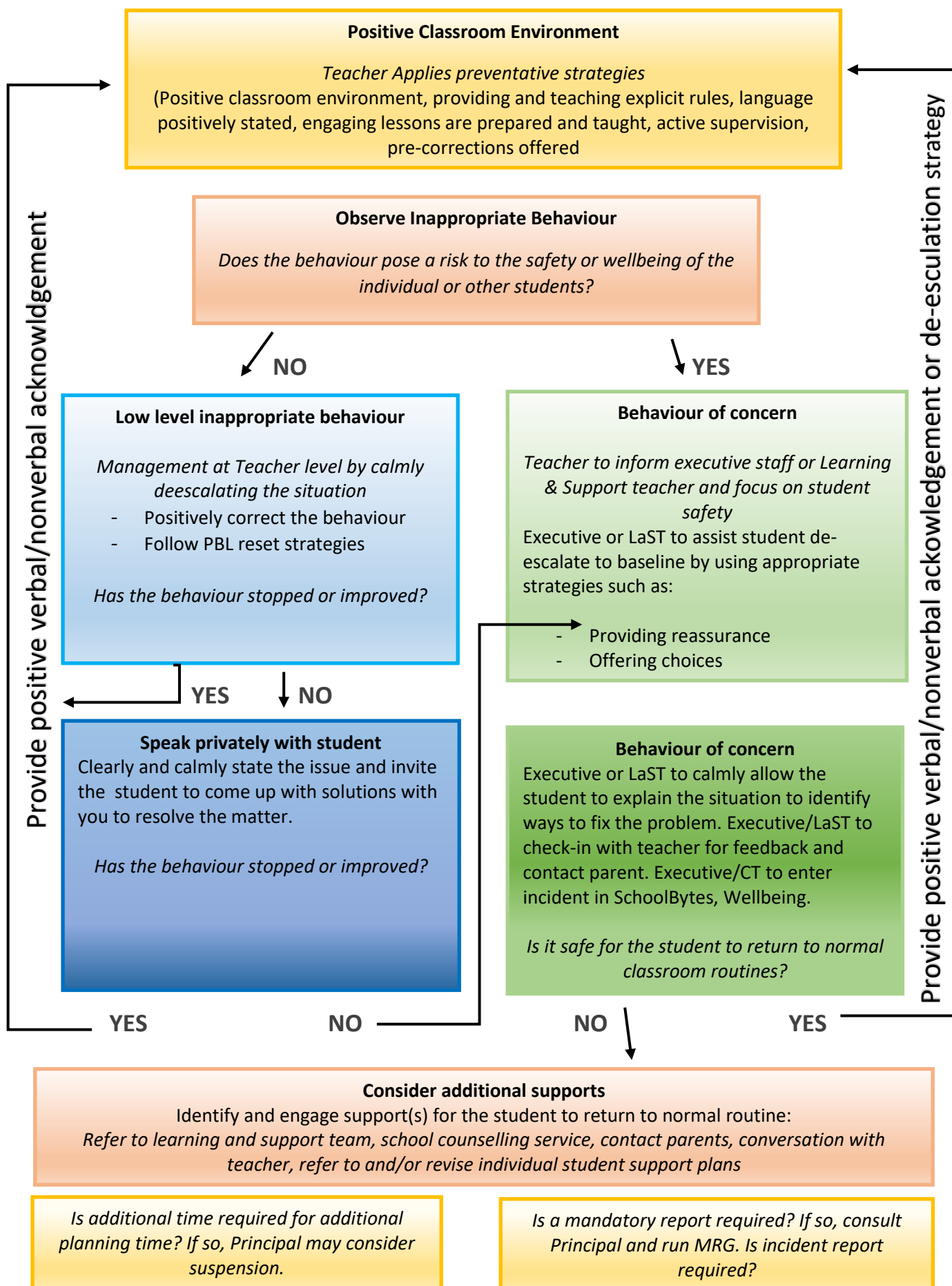
Reset in the Playground	Details	Duration and Guidelines	Approved Staff
	• Students are encouraged to solve playground incidents peacefully with their friends. In the event the incident is not solved, students are asked to report the incident to the playground duty teacher. • Teachers are required to talk to all the involved students and if needed, ask to see witnesses. Teachers will use the following restorative questions: - What happened? - How did it happen? - How did you act in this situation? - How were they affected? - How were you affected? - What needs to happen to make things right? - If you find yourself in the same situation again, how could you behave differently? • Five minor playground incidents in one term will result in the student attending Reflection Room. During this time, the stage Assistant Principal will: - Provide a clear focus and an agreed understanding of the playground expectation not being followed. - Establish an agreed understanding that the behaviour is unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. • Playground incidents that involve major physical aggression will be immediately reported to the stage Assistant Principal for further investigation.	• Minor and major playground incidents will be recorded in the school online management system. • Students in K-2 will spend no longer than 15 minutes working in the Reflection Room with the Assistant Principal. Students in Years 3 to 6 will have no longer than 25 minutes working in the Reflection Room with the stage Assistant Principal. • Parents will be notified of the unacceptable behaviour and the new prosocial skill that has been practised with the stage Assistant Principal.	• Playground Duty Teacher • Assistant Principal
Serious Incidents	Playground incidents that are of a physical nature and cause significant risk or injury to another student will be assessed against the suspension in schools' procedures and the appropriate action taken. Official 'warning of suspension' is not required where significant risk of harm to students and staff has occurred.		

Types of Playground Incidents That May Require School Action

Respectful school expectation is not being followed	Responsible school expectation is not being followed	Resilient school expectation is not being followed
Inappropriate language (Minor) - Messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing). Harassment (Major) <i>Harassment/Tease/Taunt</i> Student delivers disrespectful messages (verbal or gestural) to another person which includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Abusive Language (Major) <i>Abusive Language/ Inappropriate language/ Profanity</i> Messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.	Physical Contact (Minor) Non-serious, but inappropriate physical contact (i.e. over-affectionate, patting, light tapping, etc.). Property Misuse (Minor) Student deliberately destroys another student's property – toys, sporting equipment, lunch boxes. Late to Class (Minor) Missing the beginning of class time after designated breaks. Out of Bounds (Minor) Any incidence of not being in the right place at the right time. Physical Aggression (Major) Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Forgery or Theft (Major) Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). Absconding (Major) Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues. Criminal Behaviour (Major) Criminal or delinquent behaviour may include but not limited to: • possession or use of a prohibited weapon. • use of technology to intimidate or harass. • making credible threats. • harassment and victimisation. • stalking and cyber stalking. • criminal damage. • custody of a knife at school. • vilification.	Non-Compliance (Minor) <i>Defiance/ Disrespect/ Non-Compliance</i> Low-intensity failure to respond to adult requests (i.e. yelling, 'no!' when asked to do something). Defiance (Major) <i>Disrespect/ Non-Compliance</i> Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after the initial request has been made directly to that student.

Program	Details	Duration and Guidelines	Approved Staff
Reflection Room	- Students who receive three 'resets' from their classroom teacher will be required to attend a 'reflection' session in the Emu's classroom. - The classroom teacher will hold a restorative interview with the students in a calm and supportive manner to: - Provide a clear focus and an agreed understanding of the classroom expectation not being followed. - Mediate and repair the student/teacher relationship. - Establish an agreed understanding that the behaviour is unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. - Use the Student Wellbeing in the Team's Meeting Notes, communicate the student's expected skill for all staff to use with them across the different school settings. - Students who still require further resets from class and subsequent time in the reflection room, will have parents invited to a Learning Support Team meeting.	- Students in K-2 will spend no longer than 15 minutes working in the reflection room with their classroom teacher. Students in Years 3 to 6 will have no longer than 25 minutes working in the reflection room with their classroom teacher. - Parents will be notified of the unacceptable behaviour and the new prosocial skill that has been practised with the stage Assistant Principal.	- Classroom Teacher - Assistant Principal - Learning & Support Teacher
Alternative Play Plan	- Negotiated playground options monitored and recorded on playground card. - 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).	- One week on playground monitoring card and review conducted. Documented in School Bytes, Wellbeing. - Next break and documented in School Bytes, Wellbeing.	- Classroom teacher - Assistant Principal
Peer Mediation	Students who may be experiencing challenges with one another participate in peer mediation or restorative practices with the direction from an executive teaching member.	Scheduled during a break time and documented in School Bytes, Wellbeing.	Executive staff

Behaviour Management Flow Chart



ANTI-BULLYING PLAN 2024

Medowie Public School

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Medowie Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Termly	Behaviour code for students.
Weekly	Explicit teaching of Positive Behaviour for Learning (PBL) lessons in all K-6 classrooms. Topics taught are selected by the data collected by the PBL committee. PBL weekly focus will be presented to the school +
Daily	Reminders will be provided to students each day regarding PBL and school expectations. Positive reinforcement of these are recognised through the giving of 'free and frequent' tokens and PBL awards. +
Annually	Year 5 students take part in a student leaderships program 'SLIPS' and learn how to be an 'upstander'.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Weekly PBL	PBL Committee provides weekly updates on PBL data in Teams Communication
Term 3	Review of Student Behaviour Support Management Plan.
Semester 2	Executive support to assist staff in the teaching and reinforcing of respectful teacher and student/ student and student relationships through 4C strategies. 
Annually	Code of Conduct annual review for all staff

1.3 New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

All casual staff complete an induction prior to starting their first day at Medowie Public School through:

- * information is provided in a handout to staff when they enter on duty at the school
- * an executive staff member speaks to new and casual staff when they enter on duty at the school
- * the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

2 Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

☒ School Anti-bullying Plan ☐ NSW Anti-bullying website ☐ Behaviour Code for Students

2.2 Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topic
As Required	Clear guidelines regarding parent responsibility regarding bullying (student to report, teacher to discuss, executive to implement consequence, parent communicate to classroom teacher) in newsletter 
Annual discussions 	1:1 and small group discussions: new enrolment interviews, P&C discussions, Kindergarten information sessions and meet the teacher evening. 
Annually	Bystander behaviour is update on school website and put in school newsletter
Annually	Anti-bullying policy uploaded on school website

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

PBL - Analysing and discussing behaviour data through PBL meetings to plan, prepare and implement the teaching of explicit K-6 PBL lessons.

Tier 2 and 3 strategies to support individual students through teacher referrals and support from LaST.

All classrooms have behaviour expectations that are constantly referred to by classroom teachers.

Student recognition through free and frequent class tokens and individual PBL tokens for being respectful, responsible and resilient.

Curriculum - Friends resilience program taught K-6. PD/H/PE lessons regarding bullying are taught including cyberbullying.

Student shout outs are recognised in newsletter and in Medowie TV episodes.

Completed by: Allison Thompson

Position: Principal

Signature: THOMPSON3, Allison  Digitally signed by THOMPSON3, Allison
Date: 2024.08.09 16:35:30 +10'00' Date: 1/2/24

Principal name: Allison Thompson

Signature: THOMPSON3, Allison  Digitally signed by THOMPSON3, Allison
Date: 2024.08.09 16:35:43 +10'00' Date: 1/2/24



Bullying Response Flowchart

The following flowchart explains the actions Medowie 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.



Review Dates

Last review date: 23/7/24

Next review date: 23/7/25