

Merimbula Public School

Behaviour Support and Management Plan 2025



o Overview

Merimbula Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are: *Positive Behaviour for Learning (PBL), Smiling Mind, Be You, Beyond Blue, Karma Classrooms, and Trauma Informed Practices.*

Promoting and Reinforcing Positive Student Behaviour and School-Wide Expectations

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

- Follow instructions
- Be in the right place at the right time
- Take care of property, things and people
- Use good manners
- Move and play safely

Our school values include:

- **Responsibility** – Doing the right thing at the right time
- **Respect** – Treating others how you would like to be treated
- **Resilience** – Dealing with life's challenges and staying positive



School Vision Statement

At Merimbula Public School, we believe that every student should be empowered to achieve at their highest capability. We believe that every student should be challenged to learn and continually improve through engagement in dynamic teaching and learning programs, a high expectations and supportive environment and via access to an extensive and inclusive curriculum - a curriculum that addresses individual student needs, ensuring that all adjustments lead to improved learning.

Through all facets of school life, our motto is '**Excellence, Opportunity, Success**'.

The purpose of all stakeholders at Merimbula Public School is to ensure that our school aims **to provide an environment where achieving one's best is inevitable**.

- We do this by ensuring:
- Every learner receives a high-quality education that enables them to excel;
- Our teachers and staff feel valued, included and supported to perform at their best;
- All children have the best start in life;
- Every student achieves ambitious learning goals every year;
- Every student is known, valued and cared for;
- Every student finishes school ready to succeed in their chosen pathway as an informed, responsible citizen;
- Our school is a great place to work and learn, as it is fun, supportive, has high expectations and is future focused.

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

Partnership with Parents and Carers

Parents and carers play an important role in our school community. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Merimbula Public School continues to partner with parents/caregivers in establishing expectations for engagement in developing and implementing student behaviour management 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 AECC, via Parent/Teacher/Student information meetings, 3-Way Conferences and Integration Meetings;
- Providing parents/caregivers the Code of Conduct and School Community Charter each semester;
- Having Newsletter reminders on parent/caregiver/visitor/communication expectations each term, and in addition if required;
- Through consultation with parents/caregivers (meetings, forums, internal and external surveys, TTFM surveys, P&C Meetings, parent/teacher/student 3-Way-Conferences, Personalised Learning Plan goal setting meetings, policy review consultation);
- Ensuring up-to-date expectations and policy/procedure documents are available on the school website, and provided to parents/carers periodically, or when updates are made.
- Verbal and written communication, as required.
- Ensuring parents, carers, volunteers and contractors comply with Child Protection and Code of Conduct legislation, expectations and documentation provision as per Department policy.
- Provision of relevant policy and procedure documents (such as, but not limited to, [Communication Procedures](#), [Communication Protocol](#), [Decision Making Procedures](#)).
- By delivering Inclosed Lands Act warnings or notices if/when required; *and*
- Using concerns raised through complaints procedures to review school systems, data and practices.

Merimbula Public School will communicate these expectations to parents/carers through the school newsletter, via the Compass Parent/Carer Portal and through the school website.

Further to this, the [School Community Charter](#) informs parents and carers on how to engage with NSW public schools, when offering ideas for future improvement. We will focus on achieving these improvements through continual monitoring of student performance data, planned and proactive engagement with parents and the broader community and by ensuring that our school continues to identify strategic priorities and track our progress towards them. A dynamic and consistent approach to this will be through utilising our Strategic Improvement Plan and its Strategic Directions.

School-Wide Expectations and Rules – In the Classroom

RESPONSIBILITY “Be Responsible”	RESPECT “Be Respectful”	RESILIENCE “Be Resilient”
<ul style="list-style-type: none"> • Listen to the teacher • Take responsibility for your own actions • Do your job without being asked • Be honest • Look after your own and others’ belongings • Line up quickly and quietly • Be ready with the equipment you need to learn • Label your belongings • Put things back where they belong • Pick things up, even if it is not your rubbish • Ask someone if they are okay or if they need help • Help others • Leave your space clean, tidy and organised 	<ul style="list-style-type: none"> • Smile, and say hello/good morning! • One person speaks at a time • Look at the teacher when they are speaking • Treat every teacher in a respectful way • Show your 5 L’s of listening • Work quietly • Complete your bookwork, neatly • Raise your hand and wait • Be patient, take time and take turns • Use kind words and an inside voice • Encourage others to do the right thing • Include everyone in what’s going on • Use equipment sensibly • Say sorry and mean it, when you do something wrong • Take care of other people and their possessions 	<ul style="list-style-type: none"> • Encourage others and praise their efforts • Listen to everyone’s ideas and opinions • Be positive • Share! • Invite a friend, or someone that is not a friend, to play • Bounce back and learn if something that you don’t like happens • Walk away when you are annoyed • Realise that sometimes you do not get your own way • Compromise • Go with the flow • Ignore negative behaviour around you • Accept the teacher’s decision • If at first you don’t succeed, keep trying

	<ul style="list-style-type: none"> If you get split up/use another learning space, tidy up before you leave 	
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School-Wide Expectations and Rules – Non-Classroom Areas

Location	RESPONSIBILITY “Be Responsible”	RESPECT “Be Respectful”	RESILIENCE “Be Resilient”
All Settings	<ul style="list-style-type: none"> Take responsibility for all our actions Be safe Stay in bounds 	<ul style="list-style-type: none"> Respect ourselves, others and the environment Listen Use positive words and actions 	<ul style="list-style-type: none"> Be resilient by bouncing back Have a go at something new
COLAs	<ul style="list-style-type: none"> Put FOGO/recycling in the correct bin Take non-recyclable wrappers home in your lunch box Move trip hazards Stay in the correct area Play only COLA games 	<ul style="list-style-type: none"> Play quietly Be considerate of others 	<ul style="list-style-type: none"> Sit on the ‘Buddy Bench’ when feeling lonely Pick up any rubbish Find somewhere new to sit if someone else is in your spot
Walkways	<ul style="list-style-type: none"> Zip bags and keep them against the wall/on a hook Keep areas tidy Take care of your belongings 	<ul style="list-style-type: none"> Walk and wait quietly Be sensible 	<ul style="list-style-type: none"> Move out of the way for others Move sensibly Take care of property

<p>Toilets</p>	<ul style="list-style-type: none"> • Shut the door • Use the toilet area sensibly • Play outside • Seats are for sitting only 	<ul style="list-style-type: none"> • Look after the facilities • Use water, soap and paper wisely • Place paper towels in the bins provided 	<ul style="list-style-type: none"> • Wash your hands • Mind your own business • Shut the door quietly
<p>Eating Areas</p>	<ul style="list-style-type: none"> • Keep your food to yourself • Sit in the correct area • Put your rubbish in the bin • Raise your hand when finished eating 	<ul style="list-style-type: none"> • Sit quietly • Eat your own food and allow others to eat theirs • Take unfinished food home 	<ul style="list-style-type: none"> • Patiently wait for teacher's instructions
<p>Assemblies</p>	<ul style="list-style-type: none"> • Leave belongings outside • Remove hats/hoodies 	<ul style="list-style-type: none"> • Sit still • Be quiet • Face the front 	<ul style="list-style-type: none"> • Ignore anyone that tries to distract you • Clap for classmates/awardees • Keep listening throughout Assemblies
<p>Concrete Playground/Courts</p>	<ul style="list-style-type: none"> • Use equipment properly • Return equipment you borrow • Wear your broad brimmed hat 	<ul style="list-style-type: none"> • Netball/Basketball games on the court • Handball games in the handball area 	<ul style="list-style-type: none"> • Accept the consequences when you get out in handball/games • Share the area/space • K-2 in lower area only
<p>Sand Pit Areas</p>	<ul style="list-style-type: none"> • Keep sand in sandpits • Use toys correctly 	<ul style="list-style-type: none"> • Play nicely • Share toys and equipment 	<ul style="list-style-type: none"> • Take turns with equipment as required • Pack equipment away when finished

Canteen	<ul style="list-style-type: none"> • Get your lunch order in before the morning bell • Write your name and class on your lunch order bag 	<ul style="list-style-type: none"> • Wait quietly and in turn • Use good manners 	<ul style="list-style-type: none"> • Line up sensibly
Oval	<ul style="list-style-type: none"> • Use equipment properly • Return equipment you borrow • Participate in school approved games only 	<ul style="list-style-type: none"> • Listen to/for instructions • Move to class at bell times • 3-6 back oval / K-2 front oval 	<ul style="list-style-type: none"> • Accept when the oval is closed • Follow school and playground rules • Move away from games that are getting rough
Fixed Equipment	<ul style="list-style-type: none"> • Safe play • Use only when teacher is supervising 	<ul style="list-style-type: none"> • Ask for permission to use • Hands to yourself on the equipment • Tips are played on the oval/flat areas only 	<ul style="list-style-type: none"> • Wait your turn • Play somewhere else • Lower equipment for K-2 only • Upper equipment for 3-6 only
Office	<ul style="list-style-type: none"> • Emergency calls only • Hand in mobile devices on arrival • Collect mobile devices on leaving school grounds • Wipe your feet • Wait for assistance 	<ul style="list-style-type: none"> • Be patient • Hold the door for others • Use good manners • Attend sick bay when sick 	<ul style="list-style-type: none"> • Wait your turn • Respect what you have been told
Buses	<ul style="list-style-type: none"> • Stay in your seat • Follow all bus rules 	<ul style="list-style-type: none"> • Keep quiet • Use your seatbelt • Listen to the driver, monitors and teachers • Use good manners 	<ul style="list-style-type: none"> • Choose an appropriate seat to sit • Sit where the driver tells you to

		<ul style="list-style-type: none"> • Keep hands to yourself • Keep bags safely out of aisles • Follow all bus rules 	
Cyber/Phone Safety	<ul style="list-style-type: none"> • Mobile devices are to be used when offsite only • Use school devices only when onsite 	<ul style="list-style-type: none"> • Ask for permission to use • Hands to yourself on the equipment • Overtaking is for non-pump track areas 	<ul style="list-style-type: none"> • Make sure you have permission to use
Pump Track	<ul style="list-style-type: none"> • Safe play • Use only when teacher is supervising • Wear a helmet • Wear knee and elbow pads if you are a new user/rider • Take turns as advised 	<ul style="list-style-type: none"> • Listen to safety instructions • Stop and wait for others • Take turns • Pack equipment away as asked 	<ul style="list-style-type: none"> • Make sure you have permission to use

School/Playground Expectations, Rewards and Responsibilities

Merimbula Public School displays the expectations, learning intentions, student rules and responsibilities, student rewards for meeting such expectations, and responsibilities of staff in all playground and non-playground areas within each area. This information is shared within posters, that are also available on the [school website](http://www.merimbula.nsw.gov.au).

Merimbula Public School
POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Pump Track

Learning Intentions
We will know how to safely use BULLRIP and BORN when developing riding skills.

Rules and Responsibilities

- Students take responsibility for their actions, be safe and in bounds.
- Line up for and use equipment properly, in the safety area (away from the Pump Track barriers). Remove equipment via barrier.
- Hard shell Standards of Australia helmets must be worn when riding. Helmets designed specifically for equestrian, roller and/or inline skating are ok. Standards Australia approved design cycling helmets are also suitable. If borrowing a helmet, wear your feet underneath it.
- Beginners must wear knee and elbow pads and wrist guards.
- Comfortable clothing/shirt/sleeve shoes must be worn.
- Long sleeves/pants are recommended.
- Wait for duty teacher's instructions before riding.
- Equipment is closed unless a teacher is on duty.
- Checkline division at all times, unless changed by the teacher (this will ensure everyone is riding anti-clockwise).
- Riding not permitted in other areas of the school.
- Beginners: 1-2 riders at a time / Intermediate: 1-3 / Experienced: 3-5

Pump Track
Supervising Teacher Information

- Students are to be supervised at all times.
- PBL staff wear a school high-visibility jersey, as well as a hat when outdoors (except in winter months) and a high-visibility safety helmet and reflective vest when riding.
- Clear reminders are given for students to Follow Rules and Responsibilities as required. Students must have completed the provided Pump Track safety slip.
- Staff wear Fluoro vest when on duty.
- First aid kit and permission rick taken to the duty. Prevent permission a must.
- Students are not away from barriers, and bags are not away from the track.
- This duty is for teachers who are experienced equestrian riders only.

Students receive whole school playground Dignos for demonstrating appropriate behaviours.

Negative behaviours are recorded on Complaints. These behaviours are shared immediately with the student's next teacher, and the Complaint referred to all Executive, ESE, EPP and other teachers of the student.

Health and safety concerns are reported to the Principal immediately. School Discipline Policy, PBL, Rules and school rules are followed in. Discipline on behaviour (including) are not permitted to use the Complaints.

"It's possible an environmental action affecting your best is inevitable". Our vision of a safe school is a safe school for all.

Merimbula Public School
POSITIVE BEHAVIOUR FOR LEARNING (PBL)

School Bins and Recycling Stations

Learning Intentions
We will know how to care for ourselves, others and the environment.

Rules and Responsibilities

- Soft plastics and non-recyclable rubbish goes home (student/staff).
- Food scraps go into the green bin at the canteen.
- Wear gloves then wash hands with soap after helping with recycling.
- Waste Warriors sort blue and white buckets, supervised by a teacher.
- Children recycling glass containers: Check bucket, Use Stars and Return Bin (Located in COLAC), Carleton waste bin (Located in Carleton COLAC).
- Classroom recycling stations: Green waste, paper recycling.
- Fruit break scraps go into the worm farm container.
- Food waste containers have lids, and are emptied at least weekly (or as required).
- Students into Environment Recycling stations are supervised by a teacher.
- Use the correct bins for the right rubbish.

"The greatest threat to our planet is the belief that someone else will save it." Robert Swan

Merimbula Public School has the following School-Wide Expectations and Rules

Behaviour Code for Students *and* School Sports Unit Code of Conduct

The **Behaviour Code for Students** can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. The **School Sports Unit Code of Conduct** can be found at https://merimbula-p.schools.nsw.gov.au/content/dam/doe/sws/schools/m/merimbula-p/2024/SSU_Code_of_Conduct.pdf. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. These behaviours are modelled and explicitly taught within and beyond the classroom. This document is translated into multiple languages is available here: [Behaviour Code for Students](#).

School Anti-Bullying Plan

Merimbula Public School has an [Anti-Bullying Plan](#) which can be found on the school's website. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-Bullying Plan](#).

Whole School Approach

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:

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition Support	<ul style="list-style-type: none"> • Pre-Kindergarten interviews, school tours, transition programs and parent/caregiver information sessions, together with related school-based documentation. • Engagement with early childhood settings, previous schools/centres and allied health personnel and services. • Transition support at all key transition points, including students meeting their classroom teacher/s the year prior and transition programs/visits with local high schools. • Additional small group transition support P-K and 6-7. • Learning Community student events and Network processes and professional learning consistency for staff. • Parent/carer communication with staff, and staff with parents, via Class Dojo. 	<ul style="list-style-type: none"> • Students • Early Childhood Centres • Parents/ Caregivers/ OOHCA Agencies • Prospective Families • Learning Community • Staff • Executive • LST
Prevention	Classroom Management	<ul style="list-style-type: none"> • Universal classroom rules explicitly taught and consistent school wide. • Universal rules/values displayed in classrooms. • Consistent whole-school check in processes. • Positive reinforcement through Dojo online. • Award tier system. • Assistant Principal and Instructional Leader Support. • Collaborative planning, programming and professional learning for teams. • Consistent professional learning for executive and mentors, including: Online Training for Positive Behaviour, Department Hub PL, Berry Street and Trauma Informed teaching and learning practices. • Differentiation and implementation of school planning procedures and communication of support documents, including for casual staff. • Provision of additional Learning and Support Staff where required, including Interventionists and School Learning Support Officers. 	<ul style="list-style-type: none"> • Students • Teachers • Executive • LST

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Implementation of the Smiling Mind, Berry Street and BeYou curriculum/resources to support social and emotional wellbeing of all students. 	
Prevention	Playground Interventions	<ul style="list-style-type: none"> Chill Out room access before school and during break times. Quiet (ball-free) playground areas. Playground rules displayed in playground areas, and accessible online. Playground Superheroes reward and recognition system. Playground award and lunch with the principal incentive. Provision of additional Learning and Support Staff where required, including Interventionists and School Learning Support Officers. Strategic resourcing of innovative playground areas, covered play areas and purchasing of shared toys and educational playground resources (eg: sporting equipment, sand play toys, table tennis tables, pump track and purchased bikes, scooters and safety equipment). Education of students regarding playground resources (eg: pump track use and safety). Lunchtimes earlier than recess, to support students eating a wholesome larger meal earlier in the day. Water stations. 	<ul style="list-style-type: none"> Students Staff Executive LST
Prevention	Whole School Systems	<ul style="list-style-type: none"> Positive Behaviour for Learning. Department of Education Wellbeing Framework and policy implementation. Universal programs including: Berry Street Educational model, BeYou, Smiling Mind, Karma Classroom, Supporting Our Students' Mental Health professional learning (SLSMH). Access to a free Breakfast Club program. Non-classroom area rules displayed in relevant locations. Communication of rules, expectations and changes via Compass, Facebook and the school website. Risk Management procedures. 	<ul style="list-style-type: none"> Students High Schools Agency Parents/ Caregivers/ OOHG Agencies Prospective Families Staff Executive LST

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> Engagement with incident and behaviour data to support staffing, rule and process management and updates. Support Plans completed and shared with key stakeholders for: Personalised Learning and Support Plans (PLPs) for students with disability, Personal Learning Pathways for Aboriginal students, PLPs for students with additional needs (eg: EAL/D, Itinerant Support for Hearing, Social and Emotional Support), Health Care Plans, Toileting Plans. 	
Prevention	Positive Living Skills	<ul style="list-style-type: none"> The Positive Living Skills (PLS) program is an evidence-based comprehensive mental health and wellbeing approach based on a combination of social and emotional learning, preventative mental health, resilience and life skills. 	<ul style="list-style-type: none"> All
Prevention	PAX Good Behaviour Game	<ul style="list-style-type: none"> PAX Good Behaviour Game (PAX GBG) consists of evidence-based strategies used by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. 	<ul style="list-style-type: none"> All
Prevention	National Week of Action (NWA)	<ul style="list-style-type: none"> Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. 	<ul style="list-style-type: none"> All
Prevention	Child protection	<ul style="list-style-type: none"> Teaching child protection education is a mandatory part of the syllabus. 	<ul style="list-style-type: none"> Students K-6
Prevention (and as needed, Targeted Intervention)	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	<ul style="list-style-type: none"> The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents. 	<ul style="list-style-type: none"> All
Early Intervention	Individual Transition Interventions	<ul style="list-style-type: none"> Support Plans made in collaboration with parents, carers and allied health professionals. Special Transition opportunities for students entering support classes (P-K and 6-7, as well as, from other schools in all grades). Transition opportunities tailored to individual student needs (daily or weekly) from support classes to mainstream classes. Planning, programming and information sharing with a students' previous school, childcare provider or service. 	<ul style="list-style-type: none"> Students Early Childhood Centres High Schools Agencies Parents/ Caregivers/

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Making Kindergarten classes/class rolls, in collaboration with early childcare centres and services. • Engagement of Department personnel to support transition and individualised disability and learning support planning. • Provision of Assistant Principal/LAST support to apply for Integration Funding Support or Support Class prior to enrolment at school. • Access to a School Psychologist for assessment prior to enrolment to ensure smooth transition and implementation of School Funding Support until formal funding is engaged. 	<ul style="list-style-type: none"> • OOHC Agencies • Prospective Families • Learning Community • Staff • Executive • LST
Early Intervention (Targeted/ Individual Intervention as required)	Peaceful kids	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Individual students K – 6 (Social Skills Groups)
Early Intervention (Targeted/ Individual Intervention as required)	Learning and Support	<ul style="list-style-type: none"> • The LST works with teachers, students and families to support students who require personalised learning and support. 	<ul style="list-style-type: none"> • All
Early Intervention	Classroom Interventions	<ul style="list-style-type: none"> • BEST Start Testing prior to enrolment at school. • Consistent curriculum links with preschools and school based on feedback from eg: PreLit taught prior to school then continuation of MiniLit, MacqLit, Multilit K-6. 	<ul style="list-style-type: none"> • Students • Early Childhood Centres • Parents/ Caregivers/OOH C Agencies

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Playground Support	<ul style="list-style-type: none"> Additional special transition program for preschool students who require additional orientation prior to school. 	<ul style="list-style-type: none"> Students Early Childhood Centres Parents/ Caregivers/OOH C Agencies Prospective Families
Early Intervention	Whole School Systems	<ul style="list-style-type: none"> Support Plans developed in collaboration with parents, carers and allied health professionals used consistently across all settings. Risk Management plans and procedures. Staff education regarding specific student supports. Whole school professional learning regarding Trauma Informed Practices and the Berry Street Education model. A school focus on the Be You Framework. A school focus on the Smiling Minds Social and Emotional Learning (SEL) curriculum and mindfulness and meditation in classrooms. Berry Street/Trauma Informed teaching and learning practices. Verbal Intervention and Safety Intervention team approach supporting students and staff. Executive Teachers provide mentoring support in a Reflections Room. Whole school communications system to share interventions and behaviour incidents (Compass). 	<ul style="list-style-type: none"> Students Early Childhood Centres Parents/ Caregivers/OOH C Agencies Prospective Families Staff Executive LST
Targeted Intervention	Classroom Interventions	<ul style="list-style-type: none"> A school focus on the BeYou framework to develop a positive, inclusive and resilient learning community to foster positive mental health for all students. BeYou Professional learning/resources provided to staff to help them to manage difficult student behaviours more effectively. This offers a 	<ul style="list-style-type: none"> Students Early Childhood Centres High Schools Agencies Parents/

Care Continuum	Strategy or Program	Details	Audience
		<p>consistent approach that is used across in the school in which all staff are trained.</p> <ul style="list-style-type: none"> Smiling Minds used school wide to support social and emotional skill development in children and positive mental health. Implementation of the Social and Emotional Learning (SEL) curriculum. Mindfulness and meditation practices are used by staff daily to support the wellbeing of students with additional behaviour needs after breaks and periodically throughout the day. Berry Street/Trauma Informed teaching and learning practices. Focus on positive rewards via Class Dojo linked to school values and celebrated when class behaviour goals are achieved. School merit certificates issued weekly linked to a tiered reward system for positive and on task behaviour. Consistent predictable routines based on the domains of the Berry Street Education Model: Welcome Circles, Visible Classroom Expectations, Flexible Seating Plans, Positive Primers, Movement Breaks, Class Celebrations to limit interruptions caused due to poor behaviours and to increase on task behaviours. Referral to the Learning and Support Team via weekly meetings for students requiring extra behavioural support to seek interventions for classroom use. Assistant Principals/LAST utilised as a contact point for families to provide holistic support and links to outside agencies, access to funding in the classroom in conjunction with a structured referral process to the school psychologist. 	<p>Caregivers/OOH C Agencies</p> <ul style="list-style-type: none"> Prospective Families Learning Community Staff Executive LST
Targeted Intervention	Playground Interventions	<ul style="list-style-type: none"> Playground Superhero Rewards given weekly and special celebrations once per term with Principal for students demonstrating positive behaviours. Use of PBL school mascots to hand out tokens based on positive PBL behaviour/values. 	<ul style="list-style-type: none"> Students Early Childhood Centres Parents/ Caregivers/OOH

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> The use of a Behaviour Management Flowchart (attached) which outlines what constitutes minor and major behaviour breaches, a logical consequence or response by staff in line with the PBL responses used by our school. Limits on playground areas for students on behaviour monitoring following a Formal Caution or suspension. Use of Reflection Room following Major Behaviour Notifications. 	<ul style="list-style-type: none"> C Agencies Prospective Families Learning Community Staff Executive LST
Targeted Intervention	School Wide Interventions	<ul style="list-style-type: none"> The use of a Behaviour Management Flowchart which outlines what constitutes minor and major behaviour breaches, a logical consequence or response by staff in line with the PBL values is used by our school. Students who do not adhere to the Department's Behaviour Code for students, the Student Behaviour Procedures and Student Behaviour Policy will participate in verbal reflection activities with staff. They will also receive major or minor behaviour notifications. Individual Behaviour Management Plans and Personal Learning and Support Plans are developed with the staff, students and families (as well as external support personnel where relevant) to plan ways to engage students with behaviour challenges as well as, adjustments needed to the learning environment, curriculum and social and emotional supports to greater engage students in the learning process. The plans also outline consequences and triggers for each individual student and responses needed to deal with these challenges. Use of the Compass database to log inappropriate minor and major behaviour breaches which are communicated to all staff and Assistant Principals and Principals for response. When there are more than three major behaviour breaches or a significant issue, students are flagged, and executive staff decide if a Formal Caution or a suspension may be warranted. 	<ul style="list-style-type: none"> Students Parents/ Caregivers/OOH C Agencies Learning Community Staff Executive LST

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • The use of Behaviour Monitoring cards for students who have received a Formal Caution or following a suspension to monitor behaviour for a week for students K-2 and 2 weeks for students 3-6. • Students who are suspended may have a Behaviour Plan developed or adjusted during the suspension period and the Learning Support Team will discuss supports to put in place for return. • Following a suspension, a formal suspension resolution meeting prior to re-entry to school is held. These meetings are minuted and plans are signed with caregivers as part of the resolution process and also discussed with the student at the meeting. • Students who have been suspended are prevented from holding representative positions, leadership positions, to attend out-of-hours-events, excursions and off-site activities for 50 days or as per their individual Behaviour Support Plan needs. • Students who have a Behaviour Support Plan, or those not on monitoring, will also lose the privilege of attending out-of-hours-events, excursions and off-site activities if they have been physically violent or have absconded in the previous week, or if they pose an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including themselves. • Assistant Principals/LASTs are utilised to analyse school wide data to identify students who need extra intervention to address behaviour concerns and link students and families to outside agency supports. • The Learning and Support Team meets weekly and discusses incoming behaviour referrals, in the first instance, the team will consult the the Behaviour Intervention Manual (BIM, 2002) and suggest goals, objectives and intervention strategies to use for students if their behaviour is affecting academic performance, emotional or physical wellbeing, group dynamics, is hyperactive or impulsive, affects personal relationships, listening, motivation, organisation, rules and expectations or social interactions. These preventative and reactive suggestions are 	

Care Continuum	Strategy or Program	Details	Audience
		<p>then trialled in the class and/or playground to reduce problematic behaviours. These may also be then added to Personalised Learning and Support Plans or student Behaviour Plans.</p> <ul style="list-style-type: none"> Digital Classroom Officer/Technology Mentor provides additional professional Learning and mentoring in class to upskill staff and embed technology into teaching and learning for HPGE students with behaviour issues to limit distractions and to foster greater engagement in learning. Allied Health Providers and therapists working with students with identified additional behaviour needs/disabilities as part of the NDIS scheme. Referral to Learning and Wellbeing Hub at local high school to fast-track access to Paediatricians, Speech Therapist, Occupational Therapists, Psychologist and Allied Health Service providers for students with behavioural needs to limit challenges faced at school that may impact behaviour. Nationally Consistent Collection of Data for School Students with Disability (NCCD) collected yearly to gain information about the number of students with disability in schools and the adjustments they need to receive to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers. 	
Individual Intervention	Student Support	<ul style="list-style-type: none"> Support Plans made in collaboration with parents, carers, students and allied health professionals are used consistently across all settings with set goals made to focus on individual student behaviours. Whole School student goal setting including a social and emotional goal focus for all students. These are very specific for students with behavioural challenges. Students utilising Smiling Mind, mindfulness, and meditation practices daily to support the wellbeing of all students including those with 	<ul style="list-style-type: none"> Students Early Childhood Centres Parents/ Caregivers/ OOHC

Care Continuum	Strategy or Program	Details	Audience
		<p>additional behaviour needs to settle after breaks and periodically throughout the day.</p> <ul style="list-style-type: none"> Students are immersed in the Smiling Mind and BeYou framework and curriculum lessons and these resources used in the classroom and across the school to provide students with their own tools for use in their everyday lives. Berry Street/Trauma Informed teaching and learning practices embedded school-wide and within personalised learning supports. Students participate in the annual celebrations of National Day Against Bullying and Violence and then work through suggested lessons and workable solutions to prevent bullying to build a culture of kindness to promote inclusiveness, respect and community belonging in our school. 	<p>Agencies</p> <ul style="list-style-type: none"> Prospective Families Learning Community Staff Executive LST
Individual Intervention	Attendance Support	<ul style="list-style-type: none"> 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. The Home School Liaison Officer (HSLO) will also be engaged if/when required. 	<ul style="list-style-type: none"> Individual students, attendance co-ordinator HSLO
Individual Intervention	Individual behaviour support planning	<ul style="list-style-type: none"> This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. 	<ul style="list-style-type: none"> Individual students, parent/carer, LAST, AP, HSLO

Detention, Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention Practices	<ul style="list-style-type: none"> Students limited to Play 1 undercover area. 	All Staff	<ul style="list-style-type: none"> Behaviour Monitoring Cards have a record of positive incidents and minor negative incidents during monitoring

Action	When and how long?	Who coordinates?	How are these recorded?
Detention Practices (continued)			<p>period 1- 2 weeks (1 week for K-2 students and those in Family (Support) Classes and 2 weeks for students in Years 3-6).</p> <ul style="list-style-type: none"> Major negative behaviours are recorded on a monitoring card, as well as, later added to Compass.
	<ul style="list-style-type: none"> Student unable to represent the school (representative team/sport). 	Principal / Executive	<ul style="list-style-type: none"> For safety reasons, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or criminal behaviour. Students with a Behaviour Support Plan may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.
	<ul style="list-style-type: none"> Student unable to represent the school (leadership positions/SRC/monitor). 	Principal / Executive	<ul style="list-style-type: none"> For safety reasons, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or criminal behaviour. Students with a Behaviour Support Plan may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.
	<ul style="list-style-type: none"> Student unable to attend an excursion/off-site/out-of-school hours activity. 	Principal / Executive	<ul style="list-style-type: none"> For safety reasons, and due to additional supervision most likely being required, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or criminal behaviour.

Action	When and how long?	Who coordinates?	How are these recorded?
			<ul style="list-style-type: none"> Students with a Behaviour Support Plan may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.
Reflection Practices	<ul style="list-style-type: none"> Behaviour Monitoring. 	Principal / Executive Students Carers	<ul style="list-style-type: none"> Behaviour Monitoring Cards are used for a period of 1 week for students K-2 and 2 weeks for students 3-6 based on three behaviour goals to focus upon that are chosen by the student, staff and family following a Formal Caution to Suspend or following a suspension.
	<ul style="list-style-type: none"> Students attend Reflection Room following a major behaviour incident. 	Staff Students	<ul style="list-style-type: none"> A guided reflective behaviour discussion occurs with staff and students where they think about or reflect on what they did that was unacceptable to foster the concept of learning from experience. The student then decides what they would do differently next time or in the future.
	<ul style="list-style-type: none"> Classroom Time-Out/Reflection. 	Students Teachers	<ul style="list-style-type: none"> Students who demonstrate two negative inappropriate behaviours in class are provided time to reflect on their behaviour, away from their peers. The classroom teacher will support this reflection with a discussion regarding the student's behaviour and school/Departmental expectations (Procedures and Behaviour Code). Students may choose/ask to have self-directed reflection time, to self-regulate their behaviour. Classrooms have dedicated spaces/tents, and procedures, for this to occur.
Reflection Practices (continued)	<ul style="list-style-type: none"> Assistant Principal's Classroom Time-Out/Reflection. 	Students Teachers Assistant Principals	<ul style="list-style-type: none"> Students who demonstrate three negative inappropriate behaviours in class are provided time to reflect on their behaviour, away from their peers. An Assistant Principal (not necessarily the child's one) will support this reflection with a discussion regarding the student's behaviour and school/Departmental expectations (Procedures and

Action	When and how long?	Who coordinates?	How are these recorded?
			Behaviour Code).
Restorative Practices	<ul style="list-style-type: none"> Behaviour Monitoring. 	Staff Students Assistant Principal	<ul style="list-style-type: none"> Behaviour is monitored daily by the class teacher and discussed weekly and at the completion of monitoring by the stage Assistant Principal. When the student has completed the monitoring period, a discussion is had with the stage Assistant Principal about a positive transition moving forward, and the Behaviour Monitoring period ends/is signed off on (or extended if additional support is required).
	<ul style="list-style-type: none"> Behaviour Plan Review. 	Staff Parents/Carers Assistant Principal Welfare Principal	<ul style="list-style-type: none"> Following a Formal Caution or a suspension, student Behaviour Plans are reviewed and adjusted to reflect alternative supports to put in place. The students/staff and parents then sign off to agree to the changes. This is a working document that is constantly reviewed and updated to reflect changing needs as they emerge.
Restorative Practices (continued)	<ul style="list-style-type: none"> Return to School Suspension Meeting. 	Staff Parents/Carers Assistant Principals Principal	<ul style="list-style-type: none"> Following a suspension and prior to a student returning to school, a meeting is held with students and parents/carers/outside agencies. A document is developed outlining the reason for suspension, information from the school, information from the carer and supports that need to be put in place with allocated timelines. This agreement is then signed off.
	<ul style="list-style-type: none"> Referral to School Counsellor. 	Parents/Carers Executive/ Principal LST	<ul style="list-style-type: none"> If a family or parent identifies that their child/ren's behaviour is impacting their general health and wellbeing at school, they can be referred to the School Counsellor/Psychologist for assessment or regular check in/intervention for the student or family.

Action	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> Case Management Meeting/Agency Support Meeting. 	Parents/Carers Assistant Principals Principal	<ul style="list-style-type: none"> If a family or student is supported by a range of outside agencies, a meeting of all parties occurs to discuss a holistic approach to manage problematic behaviour at school. Tasks and interventions are set and allocated to set parties and a timeline of events and interventions are set for review at set periods throughout the school year to support positive behaviour. This may occur before, after or during a suspension or after several negative behaviours or incidents have occurred.
	<ul style="list-style-type: none"> Referral to Outside Agency. 	Parents/Carers Assistant Principal Principal	<ul style="list-style-type: none"> If families seek additional supports, assessments, or therapies that the school cannot provide, to deal with unacceptable or challenging behaviours, an Assistant Principal will make contact with outside agencies.
	<ul style="list-style-type: none"> Engagement of Police Youth Liaison Officer. 	Staff Parents/Carers Assistant Principals/ LASTs, Principal	<ul style="list-style-type: none"> If a student's behaviour is such that it constitutes a criminal behaviour or breach, a Police Youth Liaison Officer (or Police Officer) may be engaged to explain legal ramifications and explain solutions or strategies to prevent even greater future problematic consequences with students and their families.

Planned Responses to Positive Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, Including Bullying and Cyber-bullying

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/inappropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See *Appendix 1*.

Merimbula 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; *and/or*
- 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 do not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground. This also includes during excursions and offsite/out-of-hours school events).
- **Executive managed** – behaviour of concern is managed by school executive. This also includes instances where the student is representing the school (ie: during representative extra-curricular/curricular events, when wearing school uniform off site and displaying behaviour that is not conducive to school/Department expectations).

Corrective responses are recorded on Behaviour / wellbeing (Compass) 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 ● stay in at break to discuss/ complete work ● conference ● detention, reflection and restorative practices ● communication with parent/carer. 	<ul style="list-style-type: none"> ● rule reminder ● re-direct ● offer choice ● error correction ● prompts ● reteach ● play or playground re-direction ● walk with teacher ● detention, reflection and restorative practices ● communication with parent/carer.

Merimbula Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The schools “Quality Start” program supports teachers with explicitly teaching school

expectations at the onset of each year, before staff continue to use evidence-based and trauma informed strategies daily to continue to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks throughout the school year and throughout all school settings.

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; *and*
- Enhance self-esteem and build an internal focus of control.

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher managed.	Responses to behaviours of concern are executive managed
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practise. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.

<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent <p>Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing ITD system.</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and 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 weekly (or more frequently if required).</p>	<p>4. Teacher records on Behaviour / wellbeing (Compass) system within 24 hours. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</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>

Teacher/Parent Contact	Teacher/Parent Contact	Teacher/Parent Contact
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p> <p>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 (within 24 hours where possible).</p> <p>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 Behaviour / wellbeing (Compass) system. These may include:

- Review and document 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;
- 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); *and/or*
- 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.

1. 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](#).

2. 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	Classroom Teacher / Reflections Room Supervisor	Documented in [Behaviour / wellbeing (Compass) system]
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	Next break	Classroom Teacher, with approval from	Documented in [Behaviour / wellbeing (Compass) system]

achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention).		Assistant Principal	
Restorative Practice – Peer mediation or circles in groups.	Scheduled for either lunch or recess break	Assistant Principal	Documented in [Behaviour / wellbeing (Compass) system]

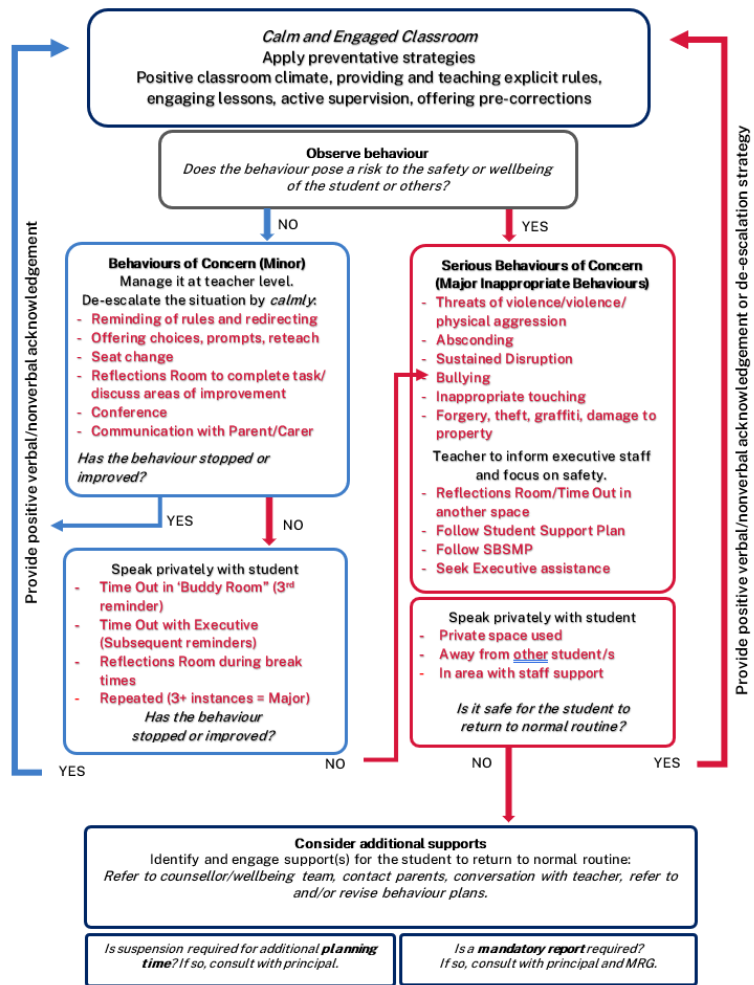
Reviewing Dates

Implementation date: **April 30, 2023**

Last review date: **January 31, 2025**

Next review date: **November 3, 2025**

Appendix 1: Behaviour Management Flowchart



Appendix 2: Bullying Response Flowchart

