



NSW Department of Education Merrylands Public School Behaviour Support and Management Plan



Overview

Merrylands Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students to stay engaged in their learning.

Our aim is to inspire every child to contribute positively to the school community and beyond. We are committed to cultivating excellence, opportunity, and success for every student, every day. Our school values an inclusive environment that nurtures learning, teaching, and friendship.

Our practices are guided by the principles of positive behaviour support, trauma-informed practice, inclusive education, and social-emotional learning. We uphold high expectations for student behaviour through effective role modelling, explicit instruction, and structured responses.

At Merrylands Public School, we embrace a restorative approach to behaviour. We believe that students should learn to take responsibility for their actions, and we ensure that staff respond to challenges with consistency. Our school empowers students with the skills and knowledge to build trusting relationships and repair harm.

To achieve our mission, external agencies are prioritised and valued by the school community, promoting social and emotional learning. This supports mental wellbeing, strengthens positive relationships, and helps prevent bullying.

Restorative Practice is a whole-school teaching and learning approach that promotes respectful and supportive behaviour. This approach emphasises building, maintaining, and restoring positive relationships, especially when interpersonal conflict or harm occurs.

Merrylands Public School takes a strong stance against all forms of bullying, including cyberbullying. We strive to maintain a safe, inclusive, and respectful learning environment that prioritises student wellbeing. Our staff implement evidence-based strategies and approaches to create a positive school climate where bullying is less likely to occur.

All members of our school community play an active role in creating a welcoming environment that values diversity and encourages positive relationships. A key component of a supportive school culture is building respectful relationships and reinforcing that bullying is not tolerated, both online and offline. School staff are proactive in addressing and responding to bullying behaviour.

Partnership with parents and carers

Merrylands Public School collaborates with parents and carers to establish clear expectations for student engagement, behaviour management, and anti-bullying strategies by:

- Seeking parent, carer, and student feedback through both formal and informal channels, including *Tell Them From Me* surveys, school surveys, consultations with the P&C and local AECG, and parent partnership meetings.
- Using concerns raised through the complaints process to review and refine school systems, data, and practices.

Merrylands Public School communicates these expectations to parents and carers through social media platforms such as School Bytes, Facebook, and the school website. Our school actively encourages strong partnerships with families and the wider community to build a shared understanding of how to support student learning, safety, and wellbeing. We highly value our relationships with Cumberland Council, Learning Links, and Merrylands Police Youth Liaison Officer and a range of external agencies and partner organisations.

Merrylands Public School school-wide expectations and rules

To be **safe**, **respectful** and **responsible** learners in all settings.

Safe	Respectful	Responsible
We behave safely in all settings.	We respect everyone.	We are responsible for our learning and actions.

Behaviour Code for Students

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

The Behaviour Code for Students can be found at

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

Whole school approach across the care continuum

Merrylands Public School embeds student wellbeing and positive behaviour approaches and strategies to promote positive behaviour and to respond to behaviours of concern across the care continuum.

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 restorative practices include:

- co-constructing classroom routines and expectations
- explicitly teaching classroom routines and desired behaviours
- establishing respectful relationships
- using priming language and affective statements to encourage positive behaviours
- using restorative practices such as the Past, Present, Future (P3, P3, F3) strategy to resolve issues collaboratively with students and instill a sense of responsibility and accountability
- using circle architecture to maximise opportunities for active engagement during learning
- supporting student behaviour by providing carefully sequenced, engaging, and differentiated learning opportunities for all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Real Schools - Restorative Practices	Encourages positive, proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy	Staff, students across K-6 and parents/carers

Care Continuum	Strategy or Program	Details	Audience
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus	Staff, students across K-6 and parents/carers
Prevention	Community Engagement Days	Weekly opportunities for the school community to develop and maintain positive partnerships with families including: assemblies, Tuesday Chat, Community Connect and special events.	Staff, students across K-6 and parents/carers
Prevention	Parent/Carer Workshops	Delivered by school and external partners.	Parents/carers
Early intervention	Police Youth Liaison Officer	Explicit teaching of: Respectful Relationships Package ThinkUKnow Cyber Safety Active Leadership Program	Staff, students across K-6 and families
Individual /Targeted Intervention	Attendance Support	Implementing MANDALA: Merrylands AtteNDance and LATeness program focuses on improving student attendance and punctuality. Celebrating 90% and above attendance every five weeks by awarding certificates to students.	Staff, students across K-6 and parents/carers
Targeted intervention	Attendance support	The Deputy Principal Wellbeing refers students to the Home School Liaison Officer (HSLO) who meets with students, families and teachers to address identified individual attendance issues.	Staff, students across K-6, parents/carers, Deputy Principal Wellbeing and HSLO
Targeted intervention	Wellbeing and Support Team (WaS)	The WaS team work with teachers, students, parents and carers to support students who require individualised learning support.	Staff, students across K-6 and parents/carers
Individual intervention	Individual Behaviour Support Planning	This may include the development and implementing, monitoring and reviewing behaviours support, behaviour response and risk management plans. Planning and support may involve school based staff including School Counsellor, SLSO, Youth Worker or external agencies.	Staff, students across K-6 and parents/carers

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

Identify behaviour of concerns, including bullying and cyberbullying

A behaviour of concern is those that are challenging, complex, or unsafe, requiring persistent and intensive interventions, and that can impact the wellbeing, safety and learning of the child or others. Bullying behaviour is identified as ongoing, repeated and involves behaviour that can cause harm physically or emotionally impacting the wellbeing of the student.

Merrylands Public School staff identify behaviours of concern, including Bullying and Cyberbullying through a range of strategies. **As per Appendix 1 and 2.**

Responses to serious behaviours of concern

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

- review and document incident in a timely manner
- determine appropriate response, including support for staff or other students impacted
- communication and partnership with parents/carers through phone, email and face-to-face meetings
- develop and/or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Reset Room time and restorative practices
- letter to parent/carer as appropriate: Notification of student behaviours, Formal caution to suspend or Suspension

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 recognisable connection i.e. wearing school uniform
- when using social media, mobile devices and/or other technology involving another student or staff member where there is a clear and recognisable connection i.e. wearing school uniform

Reporting and recording behaviours of concern

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

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

Reset time and Restorative practices

Food and toilet breaks are always incorporated when a student is withdrawn from free choice play or attends the Reset Room as a behavioural response. The duration will be suitable for the student's age and developmental level. Students may be requested to return the following day to the Reset Room for a check-in.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reset Room - a structured debrief and check-in with students after an event or behaviour of concern with the individual or group of students.	Same day or next day at Break 2	Deputy Principal - Wellbeing	Documented in School Bytes - Wellbeing
Alternate play - choice to opt out from free play and re-allocate to the office or classroom for supervised play. The rationale is to assist the student to achieve desired behaviours, to reset their behaviour and make successful choices.	Upcoming break	Deputy Principal - Wellbeing or Stage Team Leaders	Documented in School Bytes - Wellbeing
Restorative Practices - architecture circles or conducting a 3 minute Past, Present, Future approach (P3, P3, F3) in small groups.	Scheduled for Break 1 or Break 2	Stage Team Leaders	Documented in School Bytes - Wellbeing
Playground tracking card - structured playground card allocating play area, teacher on duty and playground expectations.	5 days - reduced or additional days as required	Stage Team Leaders	Documented in School Bytes - Wellbeing

Review dates

Last review date: Day 1, Term 2, 2025

Next review date: Day 1, Term 4, 2025

Appendix 1: 2025 Behaviour Management Continuum

	Calm/Baseline Point-in-time managed/the aim for all students	Trigger phase Teacher/point-in-time managed	Escalation/Intermediate phase Point-in-time managed Record in School Bytes	Major phase Point-in-time managed with Executive guidance Record in School Bytes	Crisis phase Referral to school Executive Record in School Bytes
Behaviours	- Cooperative/ compliant - In the right place - On-task - Listening - Following instructions - Playing nicely - Engagement - Positive language - Positive attitude If you're not 'capturing' and recognising POSITIVE BEHAVIOUR often, then you will never see a change in the behaviours you want to see	- Off-task - Running on hard surface - Speaking out of turn - Work avoidance - Speaking loudly - Screaming - Taking too long - Silliness - Crying/upset - Leaving the room without permission (within line of sight) - Arguing - Out of bounds	- Absconding/Tuancy - Defiance/Refusal/Non-compliance - Excessive swearing - Intimidation - Rough play - Spitting - Teasing - Theft - Inappropriate behaviour - Inappropriate use of technology - Ongoing disruptive behaviour - Repeated disrespect - Repeated disobedience - Physical aggression	- Aggressive behaviour (No injury) - Bullying/Cyber-bullying - Harassment - Misuse of technology - Property damage/Vandalism - Racism or discrimination/ARCO - Sexualised behaviours/harassment - Verbal abuse (low – level) - Continued disobedience - Leaving school grounds or excursion - Physical aggression - Stealing - Swearing at teachers - Threatening behaviours	Behaviour: - Physical violence - Extremely dysregulated student - Self-harm - Destruction of property - Continued verbal abuse - Possession/use of weapon, firearm, or knife - Assault
Strategies	Teacher strategies: - Clear expectations - Strong routines - Consistency - Positive priming - Affective check in Ideas for consideration: - Tracking of positive behaviour on School Bytes - Positive phone calls/letters - Handing out Meerkat tokens - Using the classroom rewards system. E.g. Class Dojo	Teacher strategies: - Clear expectations - Strong routines - Consistency - Positive priming - Affective check in - Walk/ conference with teacher - Sit on silver seats At the first sign of off-track behaviour: - Prompt redirect - Reteach - Choice - Consequence - Calm down space Ideas for consideration: - Inform students of behaviour concerns - Parents contacted – meeting requested - Record incident on School Bytes	Teacher strategies: - Conference with the student - Refer to Team Leader/send student to the office Executive Strategies: - Executive to review incident and determine consequence - Yellow behaviour letter - Formal notification of student behaviour - Formal caution of suspension	Executive Strategies: - Inform Principal of event/incident immediately - Outcome to be determined by Principal or delegate - Parents contacted – meeting requested - Generate appropriate paperwork - Record incident on School Bytes - Playground: send red Executive Support (and green if First Aid required) card/s with student to the office	Executive Strategies: - Inform Principal of event/incident immediately - Outcome to be determined by Principal or delegate - Parents/carers contacted – meeting requested - Generate appropriate paperwork - Record incident on School Bytes Behaviour: - Classroom: call office for support - Playground: call office for support - Phone extensions: 102, 103, 104, 105 - Record incident on School Bytes
	Affective statements + positive acknowledgement + Reinforce expected behaviours		Expectation clarity	Past – Present – Future (P3, P3, F3)	Executive intervention
Restorative Practice	Everywhere, any time! <u>Restorative circles:</u> Preventative, positive interactions <u>Positive priming:</u> Positively stated expectations "I love the way everyone has started their work, well done" "Thanks for passing the pencils safely, I appreciate it." "I'd really love to see you safely sharing the ball in soccer."	<u>Ask:</u> "How can I help you?" <u>Affective statements:</u> Tells the listener how the person feels and why "I'm excited to see the hard work you are putting in, it's paying off." "I appreciate your positive attitude; it lifts the mood in our classroom." "I'm grateful for the valuable contributions you make to our group."	<u>Notify:</u> "I can see that you have been..." <u>Impact:</u> "How does this behaviour impact you? Others?" <u>Goal:</u> "What do you need to do to turn this around?" "What would you like teachers/family to say about you?" <u>Expectation:</u> "Can we agree that if you don't turn this around, this will be the consequence?"	<u>Past:</u> Get the facts. "Tell me your point of view" <u>Present:</u> How are you feeling right now? Why is that important? <u>Future:</u> What are we going to do to make things right? Actions speak louder than words	<u>Enquire:</u> "Tell me your point of view" <u>Engage:</u> Did we hear your side of the story? Were you asked for it? <u>Explain:</u> Are you clear on what went wrong, how it affected people and what we're doing about that together? <u>Expectation:</u> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? What are you going to do to make things right?

Appendix 2: Bullying Response Flowchart

The following flowchart explains the actions Merrylands Public School staff will take when they receive a report about student bullying, including cyberbullying. The timeframe will vary depending on the professional judgement of staff who receive the bullying and their assessment of immediate risk to the student or students.

