Metford Public School Behaviour Support and Management Plan

Overview

Metford 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, Child Protection, Aboriginal Education, Grow your Mind, Anti-Bullying and Anti - Racism, Learning and Support, Transition programs, Student Leaders and Life Education.

This plan is consistent with legal and departmental requirements and is based on the principles of procedural fairness and development within the framework of student welfare. Our School Behaviour Support and Management Plan identifies core expectations, values and practices that support quality teaching and learning. The plan sets clear limits, recognises and promotes positive behaviour, as well as applying consequences for inappropriate behaviour.

Our School Behaviour Support and Management Plan defines the rights and responsibilities of students, staff and parents to ensure the whole school community has a shared understanding of the core rules, values and expectations of our school.

MPS Value Roles and Responsibilities.pdf

Promoting and reinforcing positive student behaviour and school-wide expectations

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

Commitment to Quality Teaching and Learning

The expectation that all students enjoy and value their learning, high expectations are set for all and we never give up.

• Respect of Quality Relationships

The expectation that we respect ourselves, others and the environment, ensuring we talk and listen respectfully, take turns and co-operate.







• Responsibility for Quality Citizenship

The expectation that all students choose to follow school and classroom rules, play safely and fairly. All successes are celebrated.

2023 Behaviour Consistency Guide.pdf

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

All students follow 'The Rocky 5' and these expectations are displayed in every classroom.

I can listen respectfully
I can follow
instructions
I can raise my hand and
wait I can work quietly
I can control what I do and what I say

Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Behaviour Code for Students can be found at:

Department of Education Behaviour Code for Students

Other Metford Public School behaviour related policies:

Metford PS Bicycle & Scooter Safety

Department of Education School Uniform Policy

Metford PS Attendance Procedures 2023.pdf

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



Purpose

- Provide a consistent system for the whole school community
- Promote positive student behaviours in all environments
- Assist students in the management of their own behaviour
- Improve the learning and behavioural outcomes for students
- Provide all staff with direction to manage behaviour effectively and consistently in all school environments

School practices

- Positive expectations explicitly taught, consistently and positively reinforced
- Supported with visible reminders of expected behaviours
- Embedded and integrated into all school situations

Student achievement is recognised and reinforced in a variety of ways throughout the school

- Public acknowledgement through social media and website
- In-school acknowledgement through work displays throughout the school, assembly awards, PBL High flyers, end of year presentations and special awards
- Personal acknowledgement through constructive feedback, peer encouragement, sharing and displaying achievements in class

Metford Public School Promoting Positive Student Behaviour.pdf

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
	Positive Behaviour for Learning (PBL)	PBL is an evidence based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes	Students, staff and parents
Prevention	Check-in	Each class participates in check-ins every morning, with students sharing how they are feeling non-verbally and may give detail if they choose. This can be individualised to each classroom.	Students and staff
	Classroom Management	Explicit teaching of classroom expectations and utilisation of visual flow charts for possible consequences. Management Flow Chart	Students, staff and parents





Care Continuum	Strategy or Program	Details	Audience	
		Metford High Flyer token reward system used to reinforce positive behaviour choices.		
	Playground Management	Explicit teaching of playground expectations and utilisation of visual flow charts for possible consequences. Management Flow Chart Metford High Flyer token reward system used to reinforce positive behaviour choices.	Students, staff and parents	
	Anti-Bullying & Anti-Racism	Whole school policies that are designed to support whole-school prevention, early intervention and response approaches and strategies for student bullying and racist behaviour.	Whole school	
	Aboriginal Education	Promoting value, acknowledgement and nurturing of student culture and identity to help develop student success. Families and communities are invited to assist with the development and implementation of shared learning goals and pathways.	Aboriginal and Torres Strait Islander students	
	Teacher Inductions	All new staff, temp and day to day casuals are given an induction to the school inclusive of individual student needs, PLaSPs and behaviours. Classroom and playground management expectations are discussed along with school based reward systems.	Existing staff and new staff	
Early intervention	Student Learning Logs	Immediate and positive reinforcement for negative consequences individualised for students who are disengaged and disruptive or presenting low level behaviours. Monitored daily and communicated to parents. Time on the learning log is determined by student behaviour response. Monitored by executive.	Students, staff and parents	
	Child Protection	Follows the units provided by the Department of Education, centred around the key themes of recognising abuse, power in relationships and protective strategies to provide the opportunity for students to revisit, consolidate and reinforce their learning and skills as they progress through stages.	Whole school	
	Grow Your Mind (GYM)	Grow Your Mind is a schoolwide program implemented across K-6 with a focus on wellbeing, developing student resilience, emotional intelligence and empathy	Whole school	





Care Continuum	Strategy or Program	Details	Audience
	Professional Learning	Aligned with strategic direction 2: Wellbeing. Staff feedback will identify the areas of priority or need e.g. trauma informed practice, PBL.	Whole school
	Student Plans	School Student Behaviour Management Plan are developed to support consistency and management of understanding the needs of individual students. Designed in collaboration with parents and reviewed each semester. DoE Risk Assessment is developed for high level aggression and violence in accordance with the DoE policy. No parental involvement for development. Variation of Routine (VOR) events/activities have risk assessments for students identified as requiring additional support. Designed in collaboration with staff and parents. Communicated to parents and staff. reviewed as required.	Identified students, staff and parents
Targeted intervention	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Social stories and visual cues are developed as needed. Learning and Support referrals discussed at weekly LST meetings. Discussions about IFS for specific students along with access requests and attendance. Personalised Learning and Support Plans (PLaSP) are developed for students with identified additional learning, physical or social /		Whole school
	Embedding inclusion and equity in all	Supporting ALL students to access quality educational experiences.	Whole school





Care Continuum	Strategy or Program	Details	Audience	
	aspects of student behaviour support and management	Student Behaviour Policy Inclusive Education for students with disability Restrictive practices policy??? 2023 under review		
	Transition Programs	Transition programs such as Pups for preschool students to assist with their transition to kindergarten, and various high school transition programs established and implemented by the high schools to aid Year 6 transition. Additional transition programs to support students identified as requiring additional transition support.	Pre- K and Year 6 students	
	Life Education	Aligned with the NSW PDHPE syllabus and Australian curriculum, Life Education provides interactive, engaging and educational lessons for students across K - 6.	Whole school	
Individual intervention	Delivery Support Team	'Team Around a School' – Learning and Wellbeing Officer, Assistant Principal Learning and Support, Senior Psychologist Education, Behaviour Specialist, Out of Home Care Teacher, Itinerant Support Teacher Early Intervention, Support Teacher Transition, Aboriginal Community Liaison Officer, Home School Liaison Officer, Aboriginal School Liaison Officer, Assistant Principal Sensory (Hearing and Vision), Learning and Wellbeing Advisor, Learning and Wellbeing Coordinator NDIS Transition Coordinator, Networked Specialist Facilitator. Itinerant Support Teachers, Early Intervention where transition to school concerns are identified by the preschool or family.	Students, staff and parents	
	Student Leaders	Year 6 student leaders take an active role in assemblies, internal and external ceremonies, peer mentoring and student leadership.	Year 6 students	





Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Classroom based warning system	At time of behaviour Refer to <u>Classroom</u> <u>Management PBL Visual</u>	Class Teacher	Not recorded on School Bytes - teacher notes only
Wellbeing chat with student	In class 5-10 minutes Refer to <u>Classroom</u> <u>Management PBL Visual</u>	Class Teacher	Not recorded on School Bytes - teacher notes only
Student referred to detention and reflection	Lunch and/or recess to be determined by AP As per the DoE Detention and Time-out Guidelines	АР	Incident entered into School Bytes by referring teacher Behaviour reflection and desired management strategies discussed with students. Recorded in School Bytes and communicated to parents
Student placed on student learning logs	Student monitored in class to be determined by the presenting behaviours	AP in collaboration with Classroom Teacher	Documented at weekly LST meetings Communicated to parents - daily
Formal letter of Caution for Suspension	As per the DoE Student Behaviour Procedures Suspension 3.1 - 3.5.7	Executive	Recorded in School Bytes Parents notified
Formal letter of Suspension	As per the DoE Student Behaviour Procedures Suspension 3.1 - 3.5.7	Executive	Recorded in School Bytes Parents notified
Suspension / Expulsion	As per the DoE Student Behaviour Procedures Suspension 3.1 - 3.5.7	Executive	Recorded in School Bytes Parents notified





Partnership with parents/carers

Metford Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by consulting with members of the P&C.

Metford Public School will communicate these expectations to parents/carers at Parent Information Sessions and Parent/Teacher Interviews.

Metford Public School will consult with local AECG representatives to build and maintain positive relationships.

School Anti-bullying Plan

2024 Metford PS Anti-bullying.pdf

Plan.docx Antibullying units of work

(nsw.gov.au) Anti Racism Policy

Bullying of Students – Prevention and Response Policy

Reviewing dates

Last review date: March 2024

Next review date: Term 3-4, 2024

