

# Metella Road Public School Behaviour Support and Management Plan

## Overview

Metella Road Public School recognises that education has the power to transform lives. Teachers, students and our community work in partnership to cultivate life-long learners who realise their potential. We are dedicated to amplifying student voice and collectively improving educational outcomes by developing creative, flexible and resilient learners. We are driven to provide all students with high quality education to develop strong literacy and numeracy skills and acquire deep knowledge across all curriculum areas in a culture of high expectations.

Positive Behaviour for Learning universal systems, inclusive practice, personalised learning principles, and social-emotional learning form the foundation of our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit instruction, and planned responses. A proactive approach to wellbeing is implemented, with data-driven practices guiding and informing all decision-making. Student wellbeing is prioritised through School Excellence Plan (SEP), where we employ a strategic and highly individualised approach to wellbeing to support all students to connect, succeed and thrive. Consistent and systematic processes are embedded to enhance students' sense of belonging and connection to school.

Metella Road Public School rejects all forms of bullying behaviours, including cyber bullying, by maintaining a commitment to fostering a safe, inclusive, and respectful learning environment that prioritises student wellbeing. Our staff are dedicated to implementing evidence-based strategies and approaches that cultivate a positive school climate. 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

Metella Road Public School actively prioritises and plans for meaningful parent and carer involvement in the school's wellbeing processes. We maintain strong communication with parents and carers, ensuring their active participation in all aspects of their child's wellbeing. Proactive measures are implemented to celebrate student success and support wellbeing, positioning parents and carers as collaborative partners.

Staff work closely with parents and carers, sharing the responsibility for enhancing students' wellbeing and engagement. Parental collaboration is central to developing and implementing student behaviour management and anti-bullying strategies. We engage parents and carers through both formal and informal feedback channels, including school surveys, ongoing P&C consultations, and broader community consultations.

Metella Road Public School will communicate these expectations through the school website and via our School Bytes Parent Portal.

## School-wide expectations and rules

Motivated	Respectful	Proud	Safe
Aim High and try your best!	Use polite and positive language.	Produce your best work.	Keep your hands and feet to yourself.
Participate in all activities.	Follow instructions.	Wear your school uniform with pride.	Use equipment appropriately.
Be ready to learn.	Be fair, play fair.	Look after our environment.	Be in the right place at the right time.
Ask for help when you need it.	Work cooperatively.	Celebrate achievements.	Make good choices.

## 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

Metella Road Public School integrates student wellbeing and positive behaviour strategies across the care continuum to foster positive behaviour and effectively address behaviours of concern, including bullying and cyberbullying. These strategies are based on evidence-based classroom practices that cultivate a school culture that promotes respect, inclusivity, and a sense of belonging, ensuring that every student feels valued and connected to our school. Key practices include:

- Clearly stating and explicitly modelling classroom expectations.
- Establishing and communicating predictable routines and procedures.
- Encouraging positive behaviour through feedback and reinforcement.
- Addressing inappropriate behaviour promptly and effectively.
- Implementing evidence-based behaviour management strategies that promote positive behaviour, prevent potential challenges and reinforce expectations across all school settings.
- Actively supervising students to ensure a safe and supportive environment.
- Maximising opportunities for active learning engagement.
- Delivering engaging lessons that offer student choice, voice and autonomy.
- Using a personalised learning approach by differentiating content and tasks to meet the diverse needs of all students.
- Using data to inform both academic and wellbeing interventions, continually evaluating systems and practices to improve student engagement and attainment.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL) Universal Systems	Positive Behaviour for Learning (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 students' social, emotional, behavioural and academic outcomes.	All
Prevention	Life Skills Go	Life Skills Go is integrated into daily school life through School Bytes, supporting teachers in developing students' social-emotional skills. Wellbeing data is collected at least three times a week, enabling the use of interactive lessons, activities, and tools tailored to meet specific wellbeing needs. This approach enhances students' emotional intelligence, resilience, positive relationships, personal growth, and mental health.	All
Prevention	Communication Meetings	PBL data is discussed every five weeks, reviewing positive initiatives and consideration given to possible preventative measures required.	Staff
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	National Week of Action	Participation in the annual National Week of Action against Bullying and Violence (NWA) each year.	All
Prevention / Early / Targeted / Individual Intervention	Australian eSafety Commissioner <u>Toolkit for Schools</u> to prevent and respond to cyberbullying	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.	All
Early intervention	Communication Meetings	Student Wellbeing is a weekly agenda item where staff can discuss newly arrived students that require support as well as emerging wellbeing needs of current students.	Staff
Early intervention	<a href="#">Sea Bridge</a>	Social-Emotional Acuity (SEA) Bridge is a small group intervention program that is used to support and increase the coping strategies of targeted students.	Individual students K - 6

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Social Skills Friendship Program	School Learning Support Officers deliver a small group intervention program to students who experience social difficulties within the playground.	Individual students
Targeted Intervention	Behaviour Chart and Tailored Rewards	The Deputy Principal works with the teacher to implement a behaviour chart that supports targeted improvements. Tailored rewards motivate students, reinforce positive habits, and promote lasting change, with regular monitoring ensuring effectiveness.	Individual Students, Deputy Principal, class teacher, parent/carer
Targeted Intervention	Learning and Support	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	Individual students, Learning and Support Team, class teacher, parent/carer.
Targeted / Individual intervention	<u>Attendance support</u>	Attendance guidelines support teachers to monitor student attendance. The Deputy Principal actively monitors student attendance, convening a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals. A data wall is used to monitor student attendance.	Individual students
Individual intervention	Case Management	A case management approach is used for students who require significant assistance socially or emotionally, with the Learning and Support Team providing the student and teacher with intensive evidence-based support that is monitored and adapted as required.	Individual students, Learning and Support Team, class teacher, parent/carer.
Individual intervention	<u>Individual behaviour support planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response, and risk management plans.	Individual students, parent/carer, Learning and Support Teacher, Assistant Principal

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

### 1. Planned Responses to Positive and Appropriate Behaviour:

- A learning environment is created that supports students' positive behaviour.
- Positive behaviour is recognised and reinforced with ongoing positive feedback, a Club 250 reward system where students earn Captain Metellas, Assistant Principal Awards, Deputy Principal Awards and Principal Distinction Awards for demonstrating expected behaviours. Positive behaviour is continually recognised and celebrated.
- Positive contact with parents informs them of their child's positive behaviour, reinforcing the home-school connection.
- Student leadership opportunities K-6 are used to build positive learning environments, where student voice and agency is key in decision-making processes.
- Curriculum integration is key in reinforcing positive behaviour as part of daily learning.

### 2. Identifying behaviour of concern, including bullying and cyberbullying:

- A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
- 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.
  - 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. The *Bullying Response Flowchart* (Appendix 1) outlines the process for responding to bullying reports. Students affected by bullying will be offered appropriate support, such as access to the school psychologist's 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 the students' conduct
  - when using social media, mobile devices and /or other technology involving another student or staff member.

### 3. Preventing and responding to behaviours of concern:

- Staff at Metella Road Public School explicitly model, teach, recognise, reinforce and celebrate positive student behaviour. Positive Behaviour for Learning (PBL) universals, Motivated,

Respectful, Proud and Safe, are explicitly taught and displayed in all settings throughout the school to establish clear behaviour expectations.

- Wellbeing data is collected and analysed every five weeks and used to respond to student needs and inform proactive interventions.
- When students display inappropriate behaviour, immediate and consistent responses are implemented, ensuring clear communication, restorative practices, and redirection processes are embedded in daily classroom and playground routines. Staff follow the *PBL Staff Handbook*, *Behaviour Flowchart*, *Teacher Prompts* and *Bullying Response Flowchart* to guide their actions. Verbal and non-verbal cues are used to redirect students toward appropriate behaviour, effectively de-escalating situations.
- Staff refer to the *Behaviours and Consequences* document and use their professional judgement to determine whether a behaviour is teacher-managed or requires executive intervention. They assess whether the behaviour poses a risk to the safety or wellbeing of the student or others.
  - i. **Teacher-managed:** Minor or low-level inappropriate behaviours are managed by classroom and playground teachers. For major incidents, teachers confer with students to understand the situation before recording the behaviour on the School Bytes Wellbeing platform, which notifies executive staff.
  - ii. **Executive-managed:** Major or repeated minor behaviours are managed by school executive staff. Parents/carers are contacted via both email and phone calls, fostering a partnership to improve student behaviour. Executive staff record corrective responses on the School Bytes Wellbeing platform.
  - iii. **Senior Executive-managed:** When behaviours escalate and cannot be effectively managed by classroom or executive staff, senior executive staff provide additional support to address the situation. They work closely with classroom teachers to de-escalate the behaviour, ensure safety, and restore a calm learning environment. Senior executive staff review any prior interventions and documentation to guide their response. The principal assesses if the behaviour warrants a formal caution of suspension or an immediate suspension. In making this determination, careful consideration is given to the student's diverse learning and wellbeing needs, including developmental age, trauma history, child protection concerns, cultural factors, disability, and individual circumstances.

<p style="text-align: center;"><b>Prevention</b></p> <p style="text-align: center;">Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p style="text-align: center;"><b>Early Intervention</b></p> <p style="text-align: center;">Responses to minor inappropriate behaviour</p>	<p style="text-align: center;"><b>Targeted/Individualised</b></p> <p style="text-align: center;">Responses to behaviours of concern</p>
<p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or behaviour flow charts and/or supports so that the student can self-regulate.</p>	<p>1. Teacher is to conference with the student (and witnesses) to gain a clear understanding of the incident. Enter details into School Bytes Wellbeing and notify the Assistant Principal and Roll Teacher before the end of the school day.</p>
<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:</p> <ul style="list-style-type: none"> <li>● Free and frequent rewards</li> <li>● Captain Metellas</li> <li>● Assistant Principal Awards</li> <li>● Deputy Principal Awards</li> <li>● Principal Distinction Awards</li> <li>● Club 250</li> </ul>	<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 update the incident in School Bytes Wellbeing and contact parent/carer by phone and then a confirmation email. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>	<p><b>Teacher/parent contact</b></p>
<p>Teachers contact parents via School Bytes or phone call to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are presented at Friday assemblies and K-6 Assemblies twice a term. Parents receive emails to celebrate their child's achievement.</p>	<p>Teachers contact parents by phone when a range of corrective responses have not been successful. Individual planning and referral to the Learning and Support Team may be discussed.</p>	<p>Parent/carer contact is made by the school executive to discuss any support and behaviour responses, including referral to the Learning and Support Team, school psychologist, external agencies or Team Around a School.</p>



## Responses to serious behaviours of concern

When behaviours escalate, senior executive staff members will intervene to provide support and make decisions about the next steps.

1. **Support for Classroom Teachers:**
    - Senior executive staff will assist teachers in de-escalating the situation and maintaining a safe and orderly environment for all students.
    - They will review any previous interventions and documentation related to the behaviour to provide informed support.
  2. **Reviewing Details:**
    - Senior executive staff will meet with the student involved to determine what occurred.
    - Witness statements and accounts will be collected to ensure a thorough understanding of the incident.
    - All information will be documented in line with departmental procedures.
  3. **Assessment of Behaviour:**
    - The principal or senior executive staff will assess whether the behaviour requires a formal caution of suspension or an immediate suspension.
    - This decision will be guided by departmental policies and consider:
      - The student's **diverse learning and wellbeing needs** (e.g., developmental age, trauma history, cultural background).
      - Any **child protection concerns** or known vulnerabilities.
      - The student's **disability** or other individual needs and circumstances.
  4. **Family Involvement:**
    - Parents/carers will be formally invited to attend a meeting with their child to review and respond to the incident.
    - During the meeting, the senior executive staff will:
      - Share findings from the investigation.
      - Outline the behavioural expectations and potential consequences.
      - Collaboratively plan next steps, including support strategies or interventions.
  5. **Decision and Follow-Up:**
    - If a suspension is warranted, the principal will issue the suspension, ensuring compliance with departmental policies.
    - A meeting will be arranged before the student returns to school, focusing on restorative practices and strategies to prevent recurrence.
    - A Behaviour Card will be used for 10 school days to monitor student behaviour and provide visual, positive feedback to the student and his or her parents.
    - Support plans will be implemented, such as an Individual Behaviour Plan (IBP) or referrals to additional services.
    - Partnership formed with [Team Around a School](#) for additional support or advice.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) will be carefully followed.

## 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](#).



## Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
<p><b>Student Conferencing:</b></p> <p>The Assistant Principal discusses the incident with the student of concern.</p>	As soon as practically possible.	Assistant Principal	Documented in School Bytes Wellbeing
<p><b>Time-out:</b></p> <p>Time-out involves withdrawing the student from free choice play and reallocating them to the Assistant Principal's office for supervised reflection time following a breach of behaviour expectations. This process aims to support the student in achieving desired behaviours by providing an opportunity to reflect on their actions, reinforcing the school's expectations, and engaging in a constructive discussion about strategies they can use to make positive choices in the future.</p> <p>Students first eat lunch with their class and use the toilet as needed, then report to the Assistant Principal's office. During this time, the Assistant Principal facilitates a restorative conversation, guiding the student through a reflection sheet to identify ways to improve their behaviour. Together, they discuss actionable steps for making amends and fostering positive change.</p>	Four consecutive break periods.	Assistant Principal	<p>Documented in School Bytes Wellbeing.</p> <p>Time-out scheduled via School Bytes.</p>

### Review dates

Last review date: 6 February, 2025: Day 1, Term 1, 2025

Next review date: 2 February, 2026: Day 1, Term 1, 2026

## Appendix 1: Bullying Response Flowchart



# BULLYING RESPONSE FLOWCHART

### FIRST HOUR: LISTEN

- Identify bullying behaviour, including cyber-bullying.
- Provide a safe, quiet space to talk and reassure the student that you will listen to them.
- Let them share their experience and feelings without interruption.
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these.

### DAY 1: DOCUMENT

- Ask the student for examples they have of the alleged bullying (e.g. notes or screenshots)
- Write a record of your communication with the student and confirm the details to ensure accuracy.
- Enter the record in School Bytes Wellbeing.
- Notify school executive in accordance with established behaviour management processes.
- Notify parents/carers that the issue of concern is being investigated.

### DAY 2: COLLECT

- Gather additional information from other students, staff or family.
- Review any previous reports or records for students involved.
- Make sure you can answer who, what, where, when and how.
- Clarify information with student and check on their wellbeing.

### DAY 3: DISCUSS

- Evaluate the information to determine if it meets the definition of bullying.
- Make a time to meet with the student to discuss next steps.
- Engage the student as part of the solution.
- Provide the student and parent with information about student support network.
- Agree to a plan of action and timeline for the student, parent and yourself.

### DAY 4: IMPLEMENT

- Document the plan of action in School Bytes Wellbeing.
- Complete all actions agreed with student and parent within agreed timeframes.
- Monitor student and check in regularly on their wellbeing.
- Seek assistance from student support network if needed.

### DAY 5: REVIEW

- Meet with the student to review situation.
- Discuss what has changed, improved or worsened.
- Explore other options for strengthening student wellbeing or safety.
- Report back to parents/carers.
- Record outcomes in School Bytes Wellbeing.

### ONGOING FOLLOW- UP

- Continue to check in with student on regular basis until concerns have been mitigated.
- Record notes of follow-up meetings in School Bytes notes.
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved.
- Look for opportunities to improve school wellbeing for all students.