



School Behaviour Support & Management Plan

Updated November 2022

OVERVIEW

Merewether Heights Public School is committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The School Behaviour Support and Management Plan should be read in conjunction with:

- The School Community Charter
- Behaviour Code for Students: NSW public schools
- Student Behaviour Policy
- Student Behaviour Procedures Kindergarten to Year 12
- Detention and Time-Out Guidelines

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Schools need to implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students. As part of the Student Behaviour Policy and Procedures, schools will establish and explicitly teach behavioural expectations and use the care continuum of strategies to respond to student behaviour. Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.

The care continuum includes interventions for:

- All students – creating a safe and respectful learning environment
- Some students – providing early intervention and targeted support for students at risk of developing negative behaviours
- A few students – supporting students with complex and challenging behaviour needs through intense, individual interventions.

The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:

- Prevention
- Early intervention
- Targeted intervention
- Individual intervention

Schools provide this care for students through the delivery of programs, practices and services (interventions) by teachers, school staff and specialist staff across the continuum.

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

The School Behaviour Support and Management Plan will be updated at the commencement of each school year.

PREVENTION STRATEGIES FOR ALL STUDENTS

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

EARLY INTERVENTION FOR ALL OR SOME STUDENTS

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

TARGETED INTERVENTION FOR SOME STUDENTS

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff facilitate positive behavioural supports to support effective teaching and learning strategies.

Targeted interventions are designed for students, or groups of students as identified as requiring more intensive support.

INDIVIDUAL INTERVENTION FOR STUDENTS

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the delivery support team.

Strategies for these students require individual assessment, implementation, monitoring and review.

PROMOTING POSITIVE STUDENT BEHAVIOUR

The school's behaviour support and management plan aims to embed inclusive and equitable practices to promote positive student behaviour and a climate for success. Strategies that promote positive behaviour through explicit teaching of behavioural expectations, positive teacher student relationships, recognising student achievement, and supports for student behaviour are included.

Our school's core values are ***Respect, Responsibility and Personal Best***. These values underpin all aspects of school life.

Strategies and practices to promote student wellbeing and behaviour include:

- Explicit teaching and demonstration of school expectations, rules and values
- Visual cues to reinforce school rules and values
- School and class rules
- Student Leadership and SRC

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

- Facebook and Newsletters
- Display of Quality Student Work
- Personalised Goal Setting
- Reporting on Student Effort and Academic Achievement
- Awards
- Honour Boards

STRATEGIES AND PRACTICES TO SUPPORT STUDENT WELLBEING AND BEHAVIOUR

- Learning and Support Team (LST)
- Planning Room and Restorative Practices
- Anti-bullying Plan
- School Behaviour Support and Management Plan

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.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.

- Not bully, harass, intimidate or discriminate against anyone in our schools.

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

BEHAVIOUR CODE FOR STUDENTS: ACTIONS

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

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

Respect

- Treat one another with dignity.
- Speak and behave courteously.
- Cooperate with others.
- Develop positive and respectful relationships and think about the effect on relationships before acting.
- Value the interests, ability and culture of others.
- Dress appropriately by complying with the school uniform or dress code.
- Take care with property.

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct.
- Negotiate and resolve conflict with empathy.
- Take personal responsibility for behaviour and actions.
- Care for self and others.
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.

Engagement

- Attend school every day (unless legally excused).
- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Strategies and Practices to Promote Positive Student Wellbeing and Behaviour

Values in Action

	RESPECT	RESPONSIBILITY	PERSONAL BEST
Classroom	<p>Raise my hand</p> <p>Let others learn without interruption</p> <p>Speak quietly and politely</p>	<p>Be prepared and ready to learn</p> <p>Be on time every time</p> <p>Follow teacher instructions</p>	<p>Try my best</p> <p>Look after my belongings and those of others</p> <p>Encourage others to be their best</p>
Canteen	<p>Use our manners</p> <p>Follow teachers' and canteen helpers' instructions</p> <p>Use a quiet voice</p>	<p>Line up in correct lines</p> <p>Move straight back to eating area</p> <p>Wait patiently for our class lunch basket</p>	<p>Use our own money</p>
Infants COLA	<p>Wait for the teacher to dismiss us</p> <p>Put out lunchboxes in our class tubs</p> <p>Place our rubbish in the bin</p>	<p>Stay seated while eating</p> <p>Stay in bounds</p>	<p>Go to the toilet and get a drink during eating time</p>
Primary COLA	<p>Wait for the teacher to dismiss us</p> <p>Put our lunchboxes away</p> <p>Place our rubbish in the bin</p>	<p>Stay seating while eating</p> <p>Stay in bounds</p>	<p>Go to the toilet and get a drink during eating time</p>
Basketball Court	<p>Play with the correct types of balls</p> <p>Follow teacher instructions</p> <p>Settle conflicts peacefully</p>	<p>Play in the shade without a hat</p> <p>Stay in bounds</p>	<p>Play fairly</p> <p>Play for enjoyment</p> <p>Ask teacher permission to leave playground space</p>

Fancy Field	Follow teacher instructions Only play team games within the field Wait for the teacher before entering the field	Finish eating before entering the field Stay in bounds Wear our hat	Play by the game's rules Show good sportsmanship
Nature Play	Only use fallen branches and leaves Share our materials with others Wait for the teacher before entering the nature play area	Don't dig in the dirt Keep the nature play area tidy	Play fairly
AusPlay	Wait for teacher before entering the AusPlay area Wait our turn	Wear our hat Move sensibly on and around the AusPlay equipment	Play fairly Ask teacher permission to leave playground space
Infants Playground	Place our rubbish in the bin Follow teacher instructions	Leave sticks and rocks on the ground Only dig in the sandpit Sit on the black circle to eat	Wear our hats when in the sun Ask teacher permission to leave playground space

CARE CONTINUUM

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Schools need to implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students. As part of the Student Behaviour Policy and Procedures, schools will establish and explicitly teach behavioural expectations and use the care continuum of strategies to respond to student behaviour. Students may require different types of intervention delivered in different ways along a continuum of need to best meet their needs. This is called the Care Continuum.

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- Targeted intervention
- Individual intervention



WHOLE SCHOOL APPROACH

Below is a summary of the programs and strategies Merewether Heights Public School uses that support student behaviour at each stage of the care continuum (prevention, early intervention, targeted intervention and individual intervention).

CARE CONTINUUM	STRATEGY OF PROGRAM	DETAILS	AUDIENCE
PREVENTION	Classroom Management	Strong teacher/student relationships and highly visible expectations	Students and Teachers
	Communication with Parents / Carers	Open 2-way communication	Parents / Carers and Staff
	Restorative Practices	Build, maintain and restore positive relationships	Students and Teachers
	School Values and Expectations	Explicit teaching and modelling of school values and expectations	Students and Staff
	Movement Breaks and Brain Breaks	Activities to support, focus and engage students	Students and Teachers
	PDHPE programs	Focusing on social and emotional skills	Students and Staff
	SRC lunch time activities	Activities and social games supported by principal and SRC during lunch breaks	Students and Staff
EARLY INTERVENTION	Classroom Management	Explicit teaching and modelling of specific skills	Students and Teachers
	School Counsellor	Support students to thrive and succeed	Students and Parents / Carers
	Learning Support Team	Review student information and provide	LST, School Counsellor, Staff, Parents / Carers

		recommendations for teachers of students who need adjustments	
TARGETED INTERVENTION	Modified individual expectations and goals	Focusing on positive behaviour and appropriate learning with targeted support	Students, Teachers and Parents / Carers
	Transition Strategies	Class to playground, lesson to lesson, grade to grade, school to school with personalised support	Students and Staff
	Student Behaviour Support Plans	Supporting positive behavioural choices in the classroom and/or playground	Students and Staff
INDIVIDUAL INTERVENTION	School Counsellor	Providing psychological counselling, assessments, reports and intervention services	Students, Staff and Parents / Carers
	Delivery Service Team	Other stakeholders and external agencies	Wellbeing personnel and external agency support
	Specialist Allied Health Services	Support from other stakeholders	Specialists
	Check-In Check-Out	Daily communication, conversations	Identified trusted adult and student

PROFESSIONAL LEARNING

Teachers at Merewether Heights Public School participate in professional learning that will build capacity and deepen knowledge and understanding of student wellbeing and behaviour.

PROGRAM	DETAILS	AUDIENCE
Staff Induction	During the school induction process led by the Principal, casual and new staff will be informed about mandatory professional learning requirements	New staff members and Principal
Child Protection Update	This course focuses on recognizing and responding to suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students	All Staff
Anti-Racism Policy Training	This training aims to increase staff understanding of the nature and impact of racism, familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy	All Staff

Aboriginal Cultural Education	This professional learning provides staff with foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures	All Staff
Using the Wellbeing Framework for School Excellence	Develop an understanding that learning and wellbeing are inextricably linked that it is everyone's responsibility to support this across the school	All Staff
Crisis Prevention Intervention	Training course provides staff members with a framework for decision making, recognition and problem solving to prevent, de-escalate and safely respond to challenging or assaultive and physical behaviours that may be encountered by a small number of students	Executive Staff

EXPLICIT TEACHING AND DEMONSTRATION OF SCHOOL VALUES AND EXPECTATIONS

At Merewether Heights Public School the school values and expectations of respect, responsibility and personal best influence all actions and decisions; not only in the classroom but also in the wider community school community. Staff implement programs to explicitly teach each of the specific rules and expectations and embed strategies that highlight them within lessons. Students also learn the school values and expectations by observing the good models provided to them by teachers, school leadership, student representative council and students chosen to represent the school beyond the school gates.

VISUAL CUES TO REINFORCE SCHOOL CORE VALUES

The school values and expectations of behaviour will be displayed in a visible manner to all who enter Merewether Heights Public School. These will be displayed in a phased roll-out in 2023 in specific areas as students cover the specific expectations in class lessons. These displays will remain on display in all specific areas as a constant reminder of the values and expectations that the Merewether Heights Public School community shares.

SCHOOL RULES

General:

I must:

1. Walk on hard surfaces
2. Keep my hands and feet to myself
3. Use polite and appropriate language
4. Sit while eating (for primary this is only in Quad and for infants it is on the black circle)
5. Wear a hat to play in the sun
6. Store my bike in the bike rack
7. Use equipment safely and responsibly
8. Play kicking games on the oval
9. Leave my mobile phone at home or turned off in my school bag
10. Follow teacher instructions
11. Always play in bounds and never out of sight of a teacher

Playground Rules

Morning:

1. Remain seated if I arrive before 9am and wait for the teacher
2. Put my bag at my room as soon as I arrive to school
3. No kicking or running games to be played on concrete

Lunch and Recess:

1. Place all rubbish in the bin
2. Stay away from all buildings except when going to the toilet
3. Toilets are not a place to play
4. No digging in the playground

After School:

1. Students leave school grounds at staff supervised exit points if not with their parent (Cedar Crescent Kiss and Ride gate and Cedar Crescent gate)
2. Bike riders must walk their bikes outside school grounds
3. Students walking home must go directly home
4. Students being picked up by parents on Scenic Drive must wait with the teacher on duty as per the school Kiss and Ride process
5. If a student can't find their parent, they are to remain with a teacher on duty or go to the office immediately

OPPORTUNITIES FOR STUDENT LEADERSHIP

Student Leadership is promoted throughout Merewether Heights Public School in varying areas and contexts. Student leaders promote appropriate behaviour and provide opportunities for individuals and groups to support others in the accomplishment of tasks.

School Captains

School Captains are students that uphold the values and expectations of the school.

Year 6 students holding these positions are elected by their fellow students and staff. School captains lead and run the school during special events and ceremonies as well as during weekly assemblies. All school captains are automatically part of the Student Representative Council and assist in the running on play time activities for students.

In Term 4, Year 5 students are eligible to apply for School Captain positions. From all applicants, a final 16 representatives are selected by Stage 3 to present a final speech to the whole school for final voting to determine 2 School Captains and 2 School Vice Captains for the following year. These positions are non-gender-based roles.

Student Representative Council

Students on the Student Representative Council uphold the values and expectations of the school.

All Year 6 students that qualify for the final School Captain elections automatically form part of the School Representative Council. The SRC have different roles assigned, including: lunch time games and charity committee.

Sport House Captains

Sport House Captains uphold the values and expectations of the school.

Students not already School Captains are eligible to be elected as house captain or vice captains of each sport house to which they belong. They are elected by their house members (Years 2-6) and are responsible for sport leadership. They are given the role and responsibility to unite the members of their sporting house.

Buddy Mentors

When children enroll in Kindergarten they are assigned a Year 5 buddy. The older buddy remains a role model and 'critical friend' for the younger child for their first year of Kindergarten. The buddy helps the new kindergarten person in the transition to school by looking after them in the first few weeks of the school year during playground time.

Strategies and Practices to Recognise and Reinforce Student Achievement

FACEBOOK AND NEWSLETTERS

All students with permission to publish are recognised for their achievement of special honours in the school newsletter as well as on the school Facebook page. Students that do not have permission to publish will have their photo added to the office foyer display which plays all photos of special events and recognition throughout the year.

DISPLAY OF QUALITY STUDENT WORK

Throughout every classroom in the school, quality student work is celebrated and displayed to recognise the efforts of individual students and to celebrate their success.

PERSONALISED GOAL SETTING

Our teachers encourage personal goal settings for all students when providing feedback on student work throughout the year.

REPORTING ON STUDENT EFFORT AND ACHIEVEMENT

Merewether Heights Public School reports on student achievement progress and effort with a written report twice a year and provides ongoing detail through interviews or meetings when required.

AWARDS

Our school recognises students who demonstrates the school values and expectations via student awards which are presented each week at an assembly. Special awards are also presented at our end of year Presentation Day ceremony to celebrate the highest academic, sporting and community achievements of students at class and whole school levels.

HONOUR BOARDS

Our school maintains long term records of excellence via our Honour Boards which are on display in the office foyer.

Strategies and Practices to Support Student Wellbeing and Behaviour

LEARNING AND SUPPORT TEAM

Our school Learning and Support Team monitor and support students with identified learning, wellbeing, social and behavioural needs. This team includes the School Counsellor, Learning and Support Teachers, Assistant Principal and Principal who meet regularly during the school term. Parents, classroom teachers and regional support officers and community specialists may be invited to attend these meetings to make recommendations and ensure the best support for individual students.

The Learning and Support Team prepares individual student plans, access support resources and monitor students who have a disability, are on an individual learning program, are transitioning from one school to another or require a formal behavioural, educational or health assessment. Students may be referred to the Learning Support Team by class teachers, school executive or by the parent(s)/caregiver(s).

Some students may never require a Learning and Support Team meeting while others may require several during their school years.

PLANNING ROOM AND RESTORATIVE PRACTICES

Students that attend planning room often engage in conversations with staff and other students that promote restorative practice. Restorative practice is one approach utilised by school staff to promote resilience and aims to contribute to the building of positive social relationships between all members of the school community. These conversations provide opportunities for people to take responsibility for their behaviour and learning. It is focused on helping young people become aware of the impact that their behaviour has on others through personal accountability and learning from a conflict situation.

The school's process and practices around student behaviour is around supporting young people to learn, both in the classroom but also around appropriate social interactions and behaviours. The school seeks to support not just the perpetrator to learn to do better, but also seeks to provide support and understanding for the victim.

Restorative conversations as part of the school behaviour management processes support victims and witnesses of student misbehaviour through acknowledgement by the perpetrator that harm has been inflicted on others and needs to be addressed to right the situation. This also provides opportunities for the victims to have a voice in resolving the problem.

Victims are offered support from teachers, the school counsellor, the executive staff and the LST team as needed or requested.

Victims of and witnesses to student misbehaviour are encouraged to report incidents and teachers have a responsibility to investigate, intervene, and monitor the situation to reduce the possibility of further harm.

Anti-Bullying Plan

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

RESOURCES

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

MEREWETHER HEIGHTS PUBLIC SCHOOL'S COMMITMENT

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

1. SCHOOL CULTURE AND INCLUSION

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

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

1.1 STUDENT ASSEMBLIES

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

Dates	Communication Topics
T1	Behaviour Code for students and MHPS values and expectations
T2	Infants: Playing Fairly / Primary: Setting Good Examples
T3	Friendships and being an 'Up Stander' not a 'By Stander'
T4	Infants: Respecting people's property / Primary: Rumours and name-calling

1.2 STAFF COMMUNICATION AND PROFESSIONAL LEARNING

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

Dates	Communication Topics
T1	School Wellbeing Practices
T2	Restorative Practices
T3	Trauma-informed practice
T4	Conflict resolution

1.3 NEW AND CASUAL STAFF

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

- information is provided in a handout to staff when they enter on duty at the school
- an executive staff member speaks to new and casual staff when they enter on duty at the school
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.
- stage Assistant Principal informs casual / new staff of school processes and practices and gives them their internal room number to page for assistance
- end of year hand-over to new teacher of all relevant information

2. PARTNERSHIPS WITH FAMILIES AND COMMUNITY

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

2.1 WEBSITE

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

The following are published on our school's website:

- School Anti-Bullying Plan
- NSW Anti-bullying website
- Behaviour Code for students
- School Behaviour Support and Management Plan

2.2 COMMUNICATION WITH PARENTS

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

Dates	Communication Topics
T1	Parent teacher information night – school processes and behavioural expectations
Ongoing / as need arises	Letters to parents from year groups regarding problematic behaviour (playing fairly, mobile phones, online behaviour)

3. SUPPORT FOR WELLBEING AND POSITIVE BEHAVIOURS

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

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

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

- Merit awards

- Explicit lessons around student expectations and values
- In-class reward systems
- Structured play to support playground social skill development
- Lunch time clubs and Student Representative Council run activities
- School Learning Support Officer support

DETENTION AND REFLECTION

OVERVIEW

Where student behaviour at school does not meet the expectations of acceptable behaviour, it may be necessary for a student to attend Planning Room. Planning Room is not the first step in the school's sequence of behaviour interventions and is only used when behaviours are escalating and potentially placing others or the offending student at risk of harm or when other interventions have been unsuccessful at promoting positive and more appropriate student behaviour.

WHEN DOES PLANNING ROOM OCCUR?

Planning Room occurs during the lunch-time play break each day of the school week.

HOW LONG DOES MY CHILD NEED TO ATTEND PLANNING ROOM?

The duration of stay in Planning Room is determined by the type of behaviour being addressed and the frequency of this behaviour. Planning Room does not need to be the full play duration but often does take the full play period.

Typical length of time for students in planning is:

K-2 – 1 day

3-6 – 1-3 days

FOOD AND TOILET BREAKS

At Merewether Heights Public School, lunch time is preceded by classroom eating time of 10 minutes. Students attending planning room are afforded the same eating time as their peers.

If a student needs to attend the toilet while at Planning Room, the closest toilet block is used.

WHO IS RESPONSIBLE FOR SENDING MY CHILD TO PLANNING ROOM?

Assistant Principals and/or the Principal are responsible for making the decision that time in the Planning Room is the next appropriate step in managing student behaviour.

WHO SUPERVISES THE PLANNING ROOM?

Assistant Principals supervise the Planning Room.

HOW WILL THIS INFORMATION BE RECORDED?

The school keeps internal electronic records regarding student behaviour, including Planning Room registers.

TIME-OUT

OVERVIEW

Often, during the school day or throughout the year, some students may need additional and ongoing support when managing conflict or dealing with changes in routine. At Merewether Heights Public School, students can be supported to regulate their behaviour and to minimise the disruption to student learning through the use of Time-Out. Time-Out can be used within a class or across classes in a system we refer to as Buddy Class.

Teacher-directed Time-Out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour. It is used to prevent an escalation of behaviour and support the teaching of appropriate behavior and skills, such as self-regulation.

Time-Out should never be used to punish a student.

HOW LONG DOES MY CHILD STAY IN TIME-OUT?

The duration of stay for any student is dependent on their ability to regulate their behaviour so they can return to the task at hand calmly and successfully. Time-Out seeks to stop behaviours of concern from being reinforced and to minimise the disruption to other students. Time-Out is directly supervised by the teacher and is only ever used for the shortest possible time.

WHO IS RESPONSIBLE FOR SENDING MY CHILD TO TIME-OUT?

The classroom teacher is responsible for managing the learning and behaviour of students in their classroom. If a student is disrupting the learning of the class or is escalating in their behaviour, they may be sent to Time-Out. This only occurs after other de-escalation strategies and teaching practices have been tried.

On occasion, students familiar with the Time-Out system may also self-direct to Time-Out. This is supported within the room just as if the teacher has directed the individual to Time-Out. No student is permitted to leave their classroom without the direct permission of the teacher.

WHO SUPERVISES THE TIME-OUT?

Time-Out must be directly supervised. Teachers have a non-delegable duty of care. If a student is sent to Time-Out, this is usually a calm space away from the main lesson, but still under the direct supervision of the classroom teacher.

Sometimes, students can be supported through the use of a Buddy Class or a support teacher. This is an alternate form of Time-Out, where a student is sent to another teacher or adjacent room to be supervised in a quiet space to calm down. In this circumstance, the Buddy Class or support teacher takes on the supervision role and is part of the restorative conversation with the classroom teacher and student following the Time-Out.

HOW WILL THIS INFORMATION BE RECORDED?

Teacher-directed Time-Out is a planned behaviour intervention that is implemented as part of a behaviour support plan based on an assessment of the behaviour.

If Time-Out is a support that is required on an ongoing basis for a student, the school will require a student support meeting with the parents/carers to discuss the behaviours of concern, the frequency of these and interventions the school can use to mitigate these.

Records regarding student behaviour – including Time-Out or Buddy Class – are recorded on an internal electronic system called Sentral.