

Overview

Melrose Park Public School is committed to fostering a positive, safe, and engaging environment where all students are known, valued, and cared for.

We promote respect, responsibility, and a commitment to growth and attainment. Our daily practices are grounded in evidence-based approaches, including positive behaviour support, trauma-informed practice, social-emotional learning, and inclusive strategies.

High expectations for student behaviour are established and maintained through explicit teaching, effective role modelling and planned responses. Our processes ensure all staff respond consistently supporting students to be engaged with their learning and behaviour.

Key programs prioritised and valued by the school are:

- Positive Behaviour for Learning (PBL)
- National School Wellbeing Program (K-6 Zones of Regulation, K-2 Bounce Back!, 3-6 Wellbeing Journals)
- Relationships Australia – Healthy relationships and Wellbeing

These programs prioritise social and emotional learning which supports developing confidence, resilience, self-esteem, good mental health, positive relationships and supports prevention of bullying.

Partnership with parents and carers

Melrose Park Public School will communicate these strategies to parents/carers by:

- providing parents with classroom management strategies at the beginning of each school year
- providing new families to the school with the Positive Behaviour for Learning program
- providing families with information on behaviour management strategies and wellbeing strategies through the school's newsletter and the school's website
- promoting the School Community Charter to establish expectations for parents and carers when engaging with the school
- inviting parent carer feedback through formal and informal means such as, Tell Them From Me surveys, internal school surveys and consulting with the P&C
- using concerns raised through complaints procedures to review school systems, data and practices.

School-wide expectations and rules

Melrose Park Public School has the following school wide rules and expectations:

To be respectful, responsible learners

Respectful	Responsible	Learners
Speak kindly and politely	Be safe	Always try your best
Take pride in yourself and in your school	Be helpful	Listen to and follow instructions

Value the personal space of others	Be accountable for your actions	Be prepared and stay on task
Treat others with care and dignity	Care for yourself, property and the environment	Work cooperatively and allow others to learn

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

Melrose Park Public 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 cyberbullying 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:

- stating and explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning (PBL)	<p>PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.</p> <p>PBL includes the following key features: clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback and acknowledgement system, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.</p> <p>The multi-tiered system of support enables schools to select and implement a range of contextually relevant programs and interventions to improve social, emotional,</p>	All

Care Continuum	Strategy or Program	Details	Audience
		behavioural and academic outcomes for all students.	
Prevention	Trauma-informed practice	Our staff participate in professional learning to ensure a whole school approach to trauma-informed practice with a focus on consistent, relationally based and predictable strategies. Trauma-informed practice focuses on how school staff and leaders can better relate to and support the wellbeing and learning of children and young people who have experienced trauma.	Staff
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Zones of Regulation	This program helps children develop better emotional control and self-regulation. They will identify feelings, categorise feelings into zones and then learn tools to regulate their emotions.	All
Prevention	Anti-racism	Lessons delivered through the National School Wellbeing Program are aimed at developing the knowledge and skills needed to counter racism, prejudice, and discrimination. The program assists students to engage positively with other people and cultures and to better understand Australia's cultural diversity. Our school participates in the annual NAIDOC and Harmony day to celebrate and promote inclusivity, cultural understanding, and respect for diversity within our community.	All
Prevention/ Early Intervention/ Targeted intervention	Bounce Back!	Bounce Back! is an evidence-informed Positive Education program built on Positive Psychology, Cognitive Behaviour Theory and social-emotional learning.	Students K-2
Prevention/ Early Intervention/ Targeted intervention	Wellbeing Journals 3-6	A toolkit with resources for students to build their mindfulness, character strengths, elements of wellbeing and growth mindsets.	Students 3-6
Prevention/ Early Intervention	Safer Internet Day	A service providing education and awareness about e-safety for parents and students 1-6. It highlights trends and safety issues relevant to their online experiences	Parents, Students 1-6

Care Continuum	Strategy or Program	Details	Audience
		and provides guidance and education on important topics.	
Targeted/ Individual intervention	Learning and Support	The LaS team works with teachers, students and families to support students who require personalised learning and support.	Individual students K-6
Targeted/ Individual intervention	Team around a school	Targeted interventions are designed for students identified as at risk of developing negative behaviours unless support is provided.	Individual students K-6
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LaS team, AP

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

Melrose Park 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
- When using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Melrose Park Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

Positive Behaviours can be acknowledged through the use of:

Class	School
<ul style="list-style-type: none">• Success cards• Verbal praise and recognition• Classroom Reward Systems• In class privileges (e.g. first in line, class responsibilities, etc.)• Stickers / Stamps• Choose an activity for the class (e.g. extra fitness/ art)• Show work to others including executive staff	<ul style="list-style-type: none">• Success certificates and badge• Burra Bucks followed by an end of term activity with principal• Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies• Recognition awards for student learning shared with the school community via the school newsletter• Choosing the school bell song

Responses to serious behaviours of concern:

Responses, including students who display serious behaviours of concern, are recorded on Sentral Wellbeing. These may include:

- Take actions to keep students and staff safe
- Send for executive help
- Parent/carer contact is made by school executive to discuss any support and behaviour responses
- 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, meeting)
- Formal caution to suspend, suspension or expulsion.

See [School Behaviour Management Framework](#) below.

Inappropriate Behaviours are dealt with through a reminder and level system. The intervention is determined by the degree of the behaviour. Casual teachers should inform the executive if a student is displaying inappropriate behaviours.

Low	Mid	High	Serious
<ul style="list-style-type: none"> Give reminders Reteach PBL 	<ul style="list-style-type: none"> Discuss expectations and give time out in the classroom (up to 15 min) Walk with teacher Record on Sentral Wellbeing 	<ul style="list-style-type: none"> Liaise with executive for time out withdrawal from the classroom Loss of play Notification card and communication with parent/carer Record on Sentral Wellbeing 	<ul style="list-style-type: none"> Take actions to keep students and staff safe Send for executive help and discuss appropriate consequences Parent/carer contact is made by school executive to discuss any support and behaviour responses Record on Sentral Wellbeing
<ul style="list-style-type: none"> Out of seat Calling out Loud noises Talking Off task Disturbing others Misuse of property Not wearing a hat outside Moving around during eating time Unsafe use of equipment Not playing cooperatively Late for lines 	<ul style="list-style-type: none"> Repeated low level behaviours (3+) Mean on purpose (1) Inappropriate language Unnecessary physical contact eg poking Book graffiti Minor inappropriate use of ICT Littering Out of Bounds Playing in toilets Anti-social play Unfair play Dangerous play Unintentional damage to property 	<ul style="list-style-type: none"> Repeated mid-level behaviours (3+) Bullying or Racism – mean on purpose (2) Refusal to follow direct teacher instruction Defiance Disrespect Rude gestures Spitting Bad language Graffiti - school Inappropriate physical contact such as pushing/ tripping Intentional damage to property Persistent playing in toilets Leaving school grounds Misbehaviour while wearing uniform outside of school Inappropriate use of ICT 	<ul style="list-style-type: none"> Repeated high level Continued disrespect and open defiance towards teacher Physical aggression causing harm Acts of violence towards others or property Persistent bullying /racism actions targeting another student Inappropriate behaviour whilst outside of the school Intimidation/Harassment Leaving the school grounds without permission with the intention of not returning Vandalism Forgery / Theft Inappropriate acts affecting wellbeing/health e.g vaping

Last updated 14/11/2024

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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

Toilet and food breaks are always included when withdrawal from lunch or break play time 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?
<p>Reflection (problem-solving) - a structured debriefing and discussion after incident or behaviour of concern with an individual student, problem-solving; <i>what happened, what did you do, and what could you do instead next time</i></p>	At the next available lunch or break time	Assistant Principal	Documented in Sentral Wellbeing and hardcopy of student reflection sheet is sent home
<p>Level system - an alternate play and monitoring plan for individual students is arranged following a breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.</p> <p>Students on a level may lose privileges such as attending PSSA, ineligible for awards, loss of responsibilities, etc.</p>	Lunch and Break play times for 1 week	Assistant Principal	Documented in Sentral Wellbeing and student carries their level monitoring sheet with them for 1 week to be signed off by teachers at the end of every learning and play session

Review dates

Last review date: [Day 1, Term 1, 2025]

Next review date: [Day 1, Term 1, 2026]