

# Merimbula Public School

## *Behaviour Support and Management Plan 2023*



### o Overview

Merimbula 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 (PBL)*, *Smiling Mind*, *Be You*, *Beyond Blue*, *Karma Classrooms*, and *Trauma Informed Practices*.

### Promoting and Reinforcing Positive Student Behaviour and School-Wide Expectations

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

- Follow instructions
- Be in the right place at the right time
- Take care of property, things and people
- Use good manners
- Move and play safely

Our school values include:

- **Responsibility** – Doing the right thing at the right time
- **Respect** – Treating others how you would like to be treated
- **Resilience** – Dealing with life's challenges and staying positive



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

## Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

## Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition Support	<ul style="list-style-type: none"> <li>• Pre-Kindergarten interviews, school tours, transition programs and parent/caregiver information sessions, together with related school-based documentation.</li> <li>• Engagement with early childhood settings, previous schools/centres and allied health personnel and services.</li> <li>• Transition support at all key transition points, including students meeting their classroom teacher/s the year prior and transition programs/visits with local high schools.</li> <li>• Additional small group transition support P-K and 6-7.</li> <li>• Learning Community student events and Network processes and professional learning consistency for staff.</li> <li>• Parent/carer communication with staff, and staff with parents, via Class Dojo.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Early Childhood Centres</li> <li>• Parents/ Caregivers/ OOH Agencies</li> <li>• Prospective Families</li> <li>• Learning Community</li> <li>• Staff</li> <li>• Executive</li> <li>• LST</li> </ul>
Prevention	Classroom Management	<ul style="list-style-type: none"> <li>• Universal classroom rules explicitly taught and consistent school wide.</li> <li>• Universal rules/values displayed in classrooms.</li> <li>• Consistent whole-school check in processes.</li> <li>• Positive reinforcement through Dojo online.</li> <li>• Award tier system.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Executive</li> <li>• LST</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>Assistant Principal Welfare and Instructional Leader Support.</li> <li>Collaborative planning, programming and professional learning for teams.</li> <li>Consistent professional learning for executive and mentors, including: Online Training for Positive Behaviour, Department Hub PL.</li> <li>Differentiation and implementation of school planning procedures and communication of support documents, including for casual staff.</li> <li>Provision of additional Learning and Support Staff where required, including Interventionists and School Learning Support Officers.</li> <li>Implementation of the Smiling Mind and BeYou curriculum/resources to support social and emotional wellbeing of all students.</li> </ul>	
Prevention	Playground Interventions	<ul style="list-style-type: none"> <li>Chill Out room access before school and during break times.</li> <li>Quiet (ball-free) playground areas.</li> <li>Playground rules displayed in playground areas, and accessible online.</li> <li>Playground Superheroes reward and recognition system.</li> <li>Playground award and lunch with the principal incentive.</li> <li>Provision of additional Learning and Support Staff where required, including Interventionists and School Learning Support Officers.</li> <li>Strategic resourcing of innovative playground areas, covered play areas and purchasing of shared toys and educational playground resources (eg: sporting equipment, sand play toys, table tennis tables, pump track and purchased bikes, scooters and safety equipment).</li> <li>Education of students regarding playground resources (eg: pump track use and safety).</li> <li>Lunchtimes earlier than recess, to support students eating a wholesome larger meal earlier in the day.</li> <li>Water stations.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>
Prevention	Whole School Systems	<ul style="list-style-type: none"> <li>Positive Behaviour for Learning.</li> <li>Department of Education Wellbeing Framework and policy implementation.</li> <li>Universal programs including: Berry Street Educational model, BeYou, Smiling Mind, <a href="#">Karma Classroom</a>,</li> <li>Supporting Our Students' Mental Health professional learning (SLSMH).</li> <li>Access to a free Breakfast Club program.</li> <li>Non-classroom area rules displayed in relevant locations.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>High Schools</li> <li>Agency</li> <li>Parents/ Caregivers/ OOH Agencies</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>• Communication of rules, expectations and changes via Compass, Facebook and the school website.</li> <li>• Risk Management procedures.</li> <li>• Engagement with incident and behaviour data to support staffing, rule and process management and updates.</li> <li>• Support Plans completed and shared with key stakeholders for: Personalised Learning and Support Plans (PLPs) for students with disability, Personal Learning Pathways for Aboriginal students, PLPs for students with additional needs (eg: EAL/D, Itinerant Support for Hearing, Social and Emotional Support), Health Care Plans, Toileting Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Prospective Families</li> <li>• Staff</li> <li>• Executive</li> <li>• LST</li> </ul>
Early Intervention	Individual Transition Interventions	<ul style="list-style-type: none"> <li>• Support Plans made in collaboration with parents, carers and allied health professionals.</li> <li>• Special Transition opportunities for students entering support classes (P-K and 6-7, as well as, from other schools in all grades).</li> <li>• Transition opportunities tailored to individual student needs (daily or weekly) from support classes to mainstream classes.</li> <li>• Planning, programming and information sharing with a students' previous school, childcare provider or service.</li> <li>• Making Kindergarten classes/class rolls, in collaboration with early childcare centres and services.</li> <li>• Engagement of Department personnel to support transition and individualised disability and learning support planning.</li> <li>• Provision of Assistant Principal Welfare support to apply for Integration Funding Support or Support Class prior to enrolment at school.</li> <li>• Access to a School Psychologist for assessment prior to enrolment to ensure smooth transition and implementation of School Funding Support until formal funding is engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Early Childhood Centres</li> <li>• High Schools</li> <li>• Agencies</li> <li>• Parents/ Caregivers/ OOH Agencies</li> <li>• Prospective Families</li> <li>• Learning Community</li> <li>• Staff</li> <li>• Executive</li> <li>• LST</li> </ul>
Early Intervention	Classroom Interventions	<ul style="list-style-type: none"> <li>• BEST Start Testing prior to enrolment at school.</li> <li>• Consistent curriculum links with preschools and school based on feedback from eg: PreLit taught prior to school then continuation of MiniLit, MacqLit, Multilit K-6.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Early Childhood Centres</li> <li>• Parents/</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
			Caregivers/OOHC Agencies
Early Intervention	Playground Support	<ul style="list-style-type: none"> <li>Additional special transition program for preschool students who require additional orientation prior to school.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Early Childhood Centres</li> <li>Parents/Caregivers/OOHC Agencies</li> <li>Prospective Families</li> </ul>
Early Intervention	Whole School Systems	<ul style="list-style-type: none"> <li>Support Plans developed in collaboration with parents, carers and allied health professionals used consistently across all settings.</li> <li>Risk Management plans and procedures.</li> <li>Staff education regarding specific student supports.</li> <li>Whole school professional learning regarding Trauma Informed Practices and the Berry Street Education model.</li> <li>A school focus on the Be You Framework.</li> <li>A school focus on the Smiling Minds Social and Emotional Learning (SEL) curriculum and mindfulness and meditation in classrooms.</li> <li>Verbal Intervention and Safety Intervention team approach supporting students and staff.</li> <li>Executive Teachers provide mentoring support in a Reflections Room.</li> <li>Whole school communications system to share interventions and behaviour incidents (Compass).</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Early Childhood Centres</li> <li>Parents/Caregivers/OOHC Agencies</li> <li>Prospective Families</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>
Targeted Intervention	Classroom Interventions	<ul style="list-style-type: none"> <li>A school focus on the BeYou framework to develop a positive, inclusive and resilient learning community to foster positive mental health for all students.</li> <li>BeYou Professional learning/resources provided to staff to help them to manage difficult student behaviours more effectively. This offers a consistent approach that is used across in the school in which all staff are trained.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Early Childhood Centres</li> <li>High Schools</li> <li>Agencies</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>Smiling Minds used school wide to support social and emotional skill development in children and positive mental health. Implementation of the Social and Emotional Learning (SEL) curriculum. Mindfulness and meditation practices are used by staff daily to support the wellbeing of students with additional behaviour needs after breaks and periodically throughout the day.</li> <li>Focus on positive rewards via Class Dojo linked to school values and celebrated when class behaviour goals are achieved.</li> <li>School merit certificates issued weekly linked to a tiered reward system for positive and on task behaviour.</li> <li>Consistent Predictable routines based on Berry Street Education Model: Welcome Circles, Visible Classroom Expectations, Flexible Seating Plans, Positive Primers, Movement Breaks, Class Celebrations to limit interruptions caused due to poor behaviours and to increase on task behaviours.</li> <li>Referral to the Learning and Support Team via weekly meetings for students requiring extra behavioural support to seek interventions for classroom use.</li> <li>Assistant Principal welfare utilised as a contact point for families to provide holistic support and links to outside agencies, access to funding in the classroom in conjunction with a structured referral process to the school psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/ Caregivers/OOHC Agencies</li> <li>Prospective Families</li> <li>Learning Community</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>
Targeted Intervention	Playground Interventions	<ul style="list-style-type: none"> <li>Playground Superhero Rewards given weekly and special celebrations once per term with Principal for students demonstrating positive behaviours.</li> <li>Use of PBL school mascots to hand out tokens based on positive PBL behaviour/values.</li> <li>The use of a behaviour management flowchart which outlines what constitutes minor and major behaviour breaches, a logical consequence or response by staff in line with the PBL responses used by our school.</li> <li>Limits on playground areas for students on behaviour monitoring following a Formal Caution or suspension.</li> <li>Use of Reflection Room following Major Behaviour Notifications.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Early Childhood Centres</li> <li>Parents/ Caregivers/OOHC Agencies</li> <li>Prospective Families</li> <li>Learning Community</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	School Wide Interventions	<ul style="list-style-type: none"> <li>The use of a behaviour management flowchart which outlines what constitutes minor and major behaviour breaches, a logical consequence or response by staff in line with the PBL values is used by our school.</li> <li>Students who do not adhere to the Department's Behaviour Code for students, the Student Behaviour Procedures and Student Behaviour Policy will participate in verbal reflection activities with staff. They will also receive major or minor behaviour notifications.</li> <li>Individual Behaviour Management Plans and IEPs are developed with the staff, students and families to plan ways to engage students with behaviour challenges as well as, adjustments needed to the learning environment, curriculum and social and emotional supports to greater engage students in the learning process. The plans also outline consequences and triggers for each individual student and responses needed to deal with these challenges.</li> <li>Use of the Compass database to log inappropriate minor and major behaviour breaches which are communicated to all staff and Assistant Principals and Principals for response. When there are more than three major behaviour breaches or a significant issue, students are flagged, and executive staff decide if a Formal Caution or a suspension may be warranted.</li> <li>The use of Behaviour Monitoring cards for students who have received a Formal Caution or following a suspension to monitor behaviour for a week for students K-2 and 2 weeks for students 3-6.</li> <li>Students who are suspended will have a behaviour plan developed or adjusted during the suspension period and the Learning Support Team will discuss supports to put in place for return.</li> <li>Following a suspension, a formal suspension resolution meeting prior to re-entry to school is held. These meetings are minuted and plans are signed with caregivers as part of the resolution process and also discussed with the student at the meeting.</li> <li>Students who have been suspended are prevented from holding representative positions, leadership positions, to attend out-of-hours-events, excursions and off-site activities for 50 days or as per their individual Behaviour Support Plan needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Parents/ Caregivers/OOHC Agencies</li> <li>Learning Community</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> <li>• Students who have a Behaviour Support Plan, or those not on monitoring, will also lose the privilege of attending out-of-hours-events, excursions and off-site activities if they have been physically violent or have absconded in the previous week, or if they pose an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including themselves.</li> <li>• Assistant Principal Welfare utilised to analyse school wide data to identify students who need extra intervention to address behaviour concerns and link students and families to outside agency supports.</li> <li>• The Learning and Support Team meets weekly and discusses incoming behaviour referrals, in the first instance, the team will consult the the Behaviour Intervention Manual (BIM, 2002) and suggest goals, objectives and intervention strategies to use for students if their behaviour is affecting academic performance, emotional or physical wellbeing, group dynamics, is hyperactive or impulsive, affects personal relationships, listening, motivation, organisation, rules and expectations or social interactions. These preventative and reactive suggestions are then trialled in the class and/or playground to reduce problematic behaviours. These may also be then added to IEPs or student behaviour plans.</li> <li>• Employment of a Digital Classroom Officer to provide additional professional Learning and mentoring in class to upskill staff and embed technology into teaching and learning for HPGE students with behaviour issues to limit distractions and to foster greater engagement in learning.</li> <li>• Allied Health Providers and therapists working with students with identified additional behaviour needs/disabilities as part of the NDIS scheme.</li> <li>• Referral to Learning and Wellbeing Hub at local high school to fast-track access to Paediatricians, Speech Therapist, Occupational Therapists, Psychologist and Allied Health Service providers for students with behavioural needs to limit challenges faced at school that may impact behaviour.</li> <li>• Nationally Consistent Collection of Data on School Students with Disability (NCCD) collected yearly to gain information about the number of students with disability in schools and the adjustments they need to receive to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.</li> </ul>	

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Students	<ul style="list-style-type: none"> <li>Support Plans made in collaboration with parents, carers, students and allied health professionals are used consistently across all settings with set goals made to focus on individual student behaviours.</li> <li>Whole School student goal setting including a social and emotional goal focus for all students. These are very specific for students with behavioural challenges.</li> <li>Students utilising Smiling Mind, mindfulness, and meditation practices daily to support the wellbeing of all students including those with additional behaviour needs to settle after breaks and periodically throughout the day.</li> <li>Students are immersed in the Smiling Mind and BeYou framework and curriculum lessons and these resources used in the classroom and across the school to provide students with their own tools for use in their everyday lives.</li> <li>Students participate in the annual celebrations of National Day Against Bullying and Violence and then work through suggested lessons and workable solutions to prevent bullying to build a culture of kindness to promote inclusiveness, respect and community belonging in our school.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Early Childhood Centres</li> <li>Parents/ Caregivers/</li> <li>OOHC Agencies</li> <li>Prospective Families</li> <li>Learning Community</li> <li>Staff</li> <li>Executive</li> <li>LST</li> </ul>

## Detention, Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention Practices	<ul style="list-style-type: none"> <li>Students limited to Play 1 undercover area.</li> </ul>	All Staff	<ul style="list-style-type: none"> <li>Behaviour Monitoring Cards have a record of positive incidents and minor negative incidents during monitoring period 1- 2 weeks (1 week for K-2 students and those in Family (Support) Classes and 2 weeks for students in Years 3-6).</li> <li>Major negative behaviours are recorded on a monitoring card, as well as, later added to Compass.</li> </ul>
	<ul style="list-style-type: none"> <li>Student unable to represent the school (representative team/sport).</li> </ul>	Principal / Executive	<ul style="list-style-type: none"> <li>For safety reasons, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or</li> </ul>

Action	When and how long?	Who coordinates?	How are these recorded?
Detention Practices (continued)			<ul style="list-style-type: none"> <li>criminal behaviour.</li> <li>Students with a 4-Stage Behaviour Support Plan (or 1-page Behaviour Goal Setting Plan) may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.</li> </ul>
	<ul style="list-style-type: none"> <li>Student unable to represent the school (leadership positions/SRC/monitor).</li> </ul>	Principal / Executive	<ul style="list-style-type: none"> <li>For safety reasons, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or criminal behaviour.</li> <li>Students with a 4-Stage Behaviour Support Plan (or 1-page Behaviour Goal Setting Plan) may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.</li> </ul>
	<ul style="list-style-type: none"> <li>Student unable to attend an excursion/off-site/out-of-school hours activity.</li> </ul>	Principal / Executive	<ul style="list-style-type: none"> <li>For safety reasons, and due to additional supervision most likely being required, students receiving Behaviour Monitoring Support are unable to attend off-site or after-hours activities, as this may follow a suspension for violence, aggressive behaviour, defiance, continued or persistent misbehaviour, absconding or criminal behaviour.</li> <li>Students with a 4-Stage Behaviour Support Plan (or 1-page Behaviour Goal Setting Plan) may be permitted to attend/represent the school, possibly with restrictions or additional support. These decisions are made at the discretion of the Principal.</li> </ul>
Reflection Practices	<ul style="list-style-type: none"> <li>Behaviour Monitoring.</li> </ul>	Principal / Executive Students Carers	<ul style="list-style-type: none"> <li>Behaviour Monitoring Cards are used for a period of 1 week for students K-2 and 2 weeks for students 3-6 based on three behaviour goals to focus upon that are chosen by the student, staff and family following a Formal Caution to Suspend or following a suspension.</li> </ul>

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection Practices (continued)	<ul style="list-style-type: none"> <li>Students attend Reflection Room following a major behaviour incident.</li> </ul>	Staff Students	<ul style="list-style-type: none"> <li>A guided reflective behaviour discussion occurs with staff and students where they think about or reflect on what they did that was unacceptable to foster the concept of learning from experience. The student then decides what they would do differently next time or in the future.</li> </ul>
	<ul style="list-style-type: none"> <li>Classroom Time-Out/Reflection.</li> </ul>	Students Teachers	<ul style="list-style-type: none"> <li>Students who demonstrate two negative inappropriate behaviours in class are provided time to reflect on their behaviour, away from their peers. The classroom teacher will support this reflection with a discussion regarding the student's behaviour and school/Departmental expectations (Procedures and Behaviour Code).</li> <li>Students may choose/ask to have self-directed reflection time, to self-regulate their behaviour. Classrooms have dedicated spaces/tents, and procedures, for this to occur.</li> </ul>
	<ul style="list-style-type: none"> <li>Assistant Principal's Classroom Time-Out/Reflection.</li> </ul>	Students Teachers Assistant Principals	<ul style="list-style-type: none"> <li>Students who demonstrate three negative inappropriate behaviours in class are provided time to reflect on their behaviour, away from their peers. An Assistant Principal (not necessarily the child's one) will support this reflection with a discussion regarding the student's behaviour and school/Departmental expectations (Procedures and Behaviour Code).</li> </ul>
Restorative Practices	<ul style="list-style-type: none"> <li>Behaviour Monitoring.</li> </ul>	Staff Students Assistant Principal	<ul style="list-style-type: none"> <li>Behaviour is monitored daily by the class teacher and discussed weekly and at the completion of monitoring by the stage Assistant Principal. When the student has completed the monitoring period, a discussion is had with the stage Assistant Principal about a positive transition moving forward.</li> </ul>
	<ul style="list-style-type: none"> <li>Behaviour Plan Review.</li> </ul>	Staff Parents/Carers Assistant Principal Welfare Principal	<ul style="list-style-type: none"> <li>Following a Formal Caution or a suspension, student behaviour plans are reviewed and adjusted to reflect alternative supports to put in place. The students/staff and parents then sign off to agree to the changes. This is a working document that is constantly reviewed and updated to reflect changing needs as they emerge.</li> </ul>

Action	When and how long?	Who coordinates?	How are these recorded?
Restorative Practices (continued)	<ul style="list-style-type: none"> <li>Return to School Suspension Meeting.</li> </ul>	Staff Parents/Carers Assistant Principals Principal	<ul style="list-style-type: none"> <li>Following a suspension and prior to a student returning to school, a meeting is held with students and parents/carers/outside agencies. A document developed outlining the reason for suspension, Information from the school, Information from the carer and supports that need to be out in place with allocated timelines. This agreement is then signed off.</li> </ul>
	<ul style="list-style-type: none"> <li>Referral to School Counsellor.</li> </ul>	Parents/Carers Executive/ Principal LST	<ul style="list-style-type: none"> <li>If a family or parent identifies that their child/ren's behaviour is impacting their general health and wellbeing at school, they can be referred to the School Counsellor/Psychologist for assessment or regular check in/ intervention for the student or family.</li> </ul>
	<ul style="list-style-type: none"> <li>Case Management Meeting/Agency Support Meeting.</li> </ul>	Parents/Carers Assistant Principals Principal	<ul style="list-style-type: none"> <li>If a family or student is supported by a range of outside agencies, a meeting of all parties occurs to discuss a holistic approach to manage problematic behaviour at school. Tasks and interventions are set and allocated to set parties and a timeline of events and interventions are set for review at set periods throughout the school year to support positive behaviour. This may occur before, after or during a suspension or after several negative behaviours or incidents have occurred.</li> </ul>
	<ul style="list-style-type: none"> <li>Referral to Outside Agency.</li> </ul>	Parents/Carers Assistant Principal Principal	<ul style="list-style-type: none"> <li>If families seek additional supports, assessments, or therapies that the school cannot provide, to deal with unacceptable or challenging behaviours, an Assistant Principal will make contact with outside agencies.</li> </ul>
	<ul style="list-style-type: none"> <li>Engagement of Police Youth Liaison Officer.</li> </ul>	Staff Parents/Carers Assistant Principal Welfare Principal	<ul style="list-style-type: none"> <li>If a student's behaviour is such that it constitutes a criminal behaviour or breach, a Police Youth Liaison Officer may be engaged to explain legal ramifications and explain solutions or strategies to prevent even greater future problematic consequences with students and their families.</li> </ul>

## Partnership with Parents/Carers

***Merimbula Public School will partner with parents/carers in establishing expectations for parent/caregiver engagement in developing and implementing student behaviour management strategies in the following ways:***

- Providing parents/caregivers the Code of Conduct and School Community Charter each semester.
- Having Newsletter reminders on parent/caregiver/visitor/communication expectations each term, and in addition if required.
- Through consultation with parents/caregivers (meetings, forums, internal and external surveys, TTFM surveys, P&C Meetings, parent/teacher/student 3-Way-Conferences, Personalised Learning Plan goal setting meetings, policy review consultation).
- By delivering Inclosed Lands Act warnings or notices if/when required.

***Merimbula Public School will communicate these expectations to parents/carers by:***

- Providing Newsletter and website articles and related attachments.
- Ensuring up-to-date expectations and policy/procedure documents are available on the school website, and provided to parents/carers periodically, or when updates are made.
- Verbal and written communication, as required.
- Ensuring parents, carers, volunteers and contractors comply with Child Protection and Code of Conduct legislation, expectations and documentation provision as per Department policy.
- Provision of relevant policy and procedure documents (such as, but not limited to, [Communication Procedures](#), [Communication Protocol](#), [Decision Making Procedures](#)).

## School Anti-bullying Plan

Merimbula Public School has an [Anti-Bullying Plan](#) which can be found on the school's website. Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-Bullying Plan](#).

## Reviewing Dates

Implementation date: **April 30, 2023**

Last review date: **December 12, 2023**

Next review date: **February 5, 2024**