

Central Mangrove Public School Behaviour Support and Management Plan 2025

Overview

Central Mangrove Public School is committed to supporting student wellbeing through a positive and prevention-focused whole school approach that meets the needs of all students. Our approach is centred on the four pillars of the care continuum: prevention, early intervention, targeted intervention, and individual intervention.



The wellbeing and behaviour of students is dynamic, and students may require support at different points on the continuum at various stages of their schooling. Our school routinely monitors and evaluates the strategies and practices used to support student behaviour across the care continuum.

Our goal is for all students to learn positive behaviour choices while also developing social and emotional skills. Poor behaviour choices can impact the learning of other students at school, which is an equity issue. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful, responsible learners in a caring learning community. Principles of Positive Behaviour for Learning, trauma-informed practice, inclusive practice and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Central Mangrove Public School rejects all forms of bullying behaviours, including cyberbullying, by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur. 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

Central Mangrove Public School will partner with parents/carers in establishing a positive school culture by:

- inviting parent/carer and student feedback through formal and informal means such as invitations to school events, school surveys, consulting with the P & C and local AECG.

Central Mangrove Public School will communicate wellbeing and behaviour expectations to parents/carers through the school newsletter. We promote and encourage open communication between home and school to ensure a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Respect	Safety	Personal Best
Be kind and considerate	Hands and feet to self	Follow instructions
Listen and speak politely	Right place, right time	Wear correct uniform
Value the environment	Walk on hard surfaces	Be responsible for your belongings and your actions

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

Central Mangrove 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:

- creating a safe, happy and inviting learning environment where students enjoy coming to learn
- high expectations for all students
- stating and explicitly teaching classroom and whole school expectations
- establishing predictable routines and procedures that are communicated clearly to students
- modelling and encouraging expected behaviour with positive feedback and reinforcement
- redirecting inappropriate behaviour
- identifying reasons for inappropriate behaviour and implementing support strategies to minimise future 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	Home-school Partnerships	Strong and effective home-school partnerships ensure student wellbeing is a shared responsibility and helps to support positive school environments.	Staff, students K-6, families
Prevention	Child Protection Education	Mandatory Child Protection lessons support student wellbeing by supporting students to identify when they might need safeguarding and who can help.	Staff, students K-6
Prevention	Breakfast Club	The Breakfast Club program is run daily and provides access to a free healthy breakfast for any student who requests it, building healthy habits and strong student-teacher connections.	Staff, students K-6
Prevention	Student Parliament	Student Parliament provides all students with an opportunity to have a voice in the school, sharing ideas and opinions and providing students with ownership of their school and learning.	Students K-6
Prevention	Cultural Initiatives	The school community promotes respect for diversity and inclusion by recognising and celebrating various cultural celebrations and commemorations.	Staff, students K-6
Prevention	Wellbeing Initiatives	Student wellbeing is promoted through participation in National Day of Action against Bullying and Violence, Life Education incursions and school camps and excursions which support mental, emotional, and social growth.	Staff, students K-6
Prevention/ Early intervention	Second Step Program	The Second Step program helps students build skills such as nurturing positive relationships, managing emotions, and meeting goals to help both at school and beyond.	Students K-6
Prevention / Targeted intervention	Transition Programs	Transition programs between both the local preschool and high school help support students' emotionally and socially as they move into new settings. By addressing concerns early, transition programs support students' overall wellbeing and help them navigate new environments with greater ease.	Preschools, staff, students K & 6, High Schools, families
Prevention / Targeted intervention /	National Student	Funding for this Commonwealth Government initiative is used to engage a School Chaplain who works to support the wellbeing of	School Chaplain, students K-6

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Wellbeing Program	students and the broader school community through the provision of wellbeing support and various school specific initiatives.	
Prevention / Targeted intervention	Extracurricular opportunities	Lunch clubs, such as games groups, art club, and gardening club, offer students a safe and supportive space to engage in activities they enjoy. By actively involving students in the decision-making process regarding the activities offered, these clubs promote a sense of ownership and ensure the programs reflect their interests.	Staff, students K-6
Prevention	PBL	Utilising Positive Behaviour for Learning (PBL) as a school-wide framework to teach and reinforce positive behaviours. Through the setting of clear expectations and school procedures, the school's values of safety, personal best and respect are consistently embedded throughout the school. A positive school culture, improved student behaviour and academic success is fostered.	Staff, students K-6
Prevention/ Early intervention / Targeted intervention	Attendance support	<p>Attendance heat map discussions are held with students at 5 weekly intervals (from Semester Two 2025). Attendance is communicated regularly with families through attendance reports, in the newsletter and via phone. The principal convenes planning meetings with students, families and teachers to address barriers to improved attendance and set growth goals. Strong school attendance systems enhance support for families.</p> <p>Work with our HSLO is done to track and analyse both individual student data and school patterns, offering support and assistance to students and families when and where needed.</p>	Staff, students K-6, families, HSLO
Prevention / Early intervention / Targeted / Individual	Australian e-Safety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K - 6, families, staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention / Individual intervention	School Learning and Support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families
Targeted intervention / Individual intervention	Integration Funding Support	Individual Funding Support is provided by the NSW Department of Education so that students will be supported in their mainstream classroom. If a student qualifies for IFS, these funds will be used to plan additional resources to provide adjustments to personalise learning and support.	Individual students, Learning and Support Team
Targeted intervention / Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff and families

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm to self or others.

Central Mangrove 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 child or young person'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 a 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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on school wellbeing systems. These include:
 - Prompt
 - Redirect
 - Reteach
 - Choice
 - Conference

Central Mangrove Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning consist of evidence-based strategies used daily by teachers to teach self-regulation, resilience, increase focus and strengthen social skills.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	2. Principal/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.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	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 a low-level consequence is applied.	3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
4. Wellbeing lessons are taught through Positive Behaviour for Learning weekly.	4. Teacher records on school behaviour system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's principal, anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Principal is notified. In some cases, individual planning and referral to LST may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the school wellbeing system. These may include:

1. review and document incident
2. determine appropriate response/s, including supports for staff or other students impacted
3. refer the student to the principal
4. refer/monitor the student through the school learning and support team
5. develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
6. reflection and restorative practices (listed below)
7. liaise with Team Around a School for additional support or advice
8. communication and collaboration with parents/carers (phone, email, parent portal, meetings)
9. formal caution to suspend, suspension or expulsion.

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:

10. [Incident Notification and Response procedure](#)
11. [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
12. If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

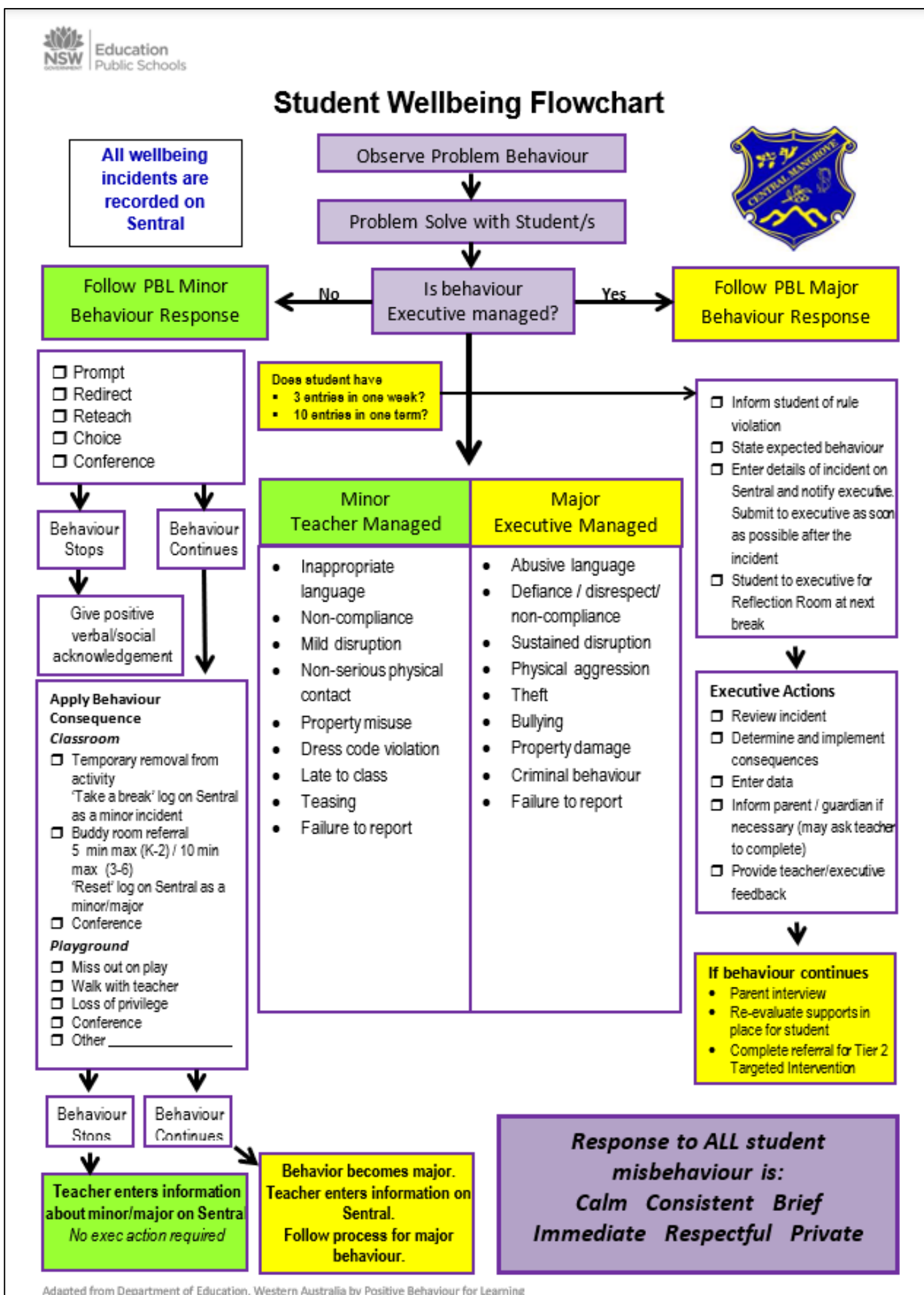
Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (problem-solving) - What school expectation did I not meet? - How did I not meet this expectation? - Who has been affected by what I did? In what way? - What could I have done instead? - What will I do to make things better?	Class time and break times as required	Teacher – minor incidents Principal – major incidents	Documented in school wellbeing system

Alternate break activity – withdrawal from free choice play and re-allocation to a supervised activity. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	SLSO / Teacher / Principal	Documented in wellbeing system
--	------------	----------------------------	--------------------------------

Review dates

Last review date: Friday 6 June 2025 (Week 6, Term 2 2025)

Next review date: Monday 27 January 2026 (Day 1, Term 1 2026)



Major / Minor Incident Chart

Minor Teacher Managed	Major Executive Managed
<ul style="list-style-type: none"> • Inappropriate language <ul style="list-style-type: none"> - e.g. name calling, teasing, impulsive swearing not directed at anyone eg if student is hurt • Non-compliance / disrespect <ul style="list-style-type: none"> - e.g. low intensity failure to respond to teacher requests, walking away from teacher, saying no when asked to do something, mumbling under breath, rolling eyes • Mild disruption <ul style="list-style-type: none"> - e.g. talking when other are speaking, making noises at inappropriate times • Non-serious physical contact <ul style="list-style-type: none"> - e.g. over affectionate, wrestling, rough play, patting, tapping, not intentional • Property misuse <ul style="list-style-type: none"> - e.g. low intensity property misuse - scribble on another student's work, snapping a pencil in half • Dress code violation <ul style="list-style-type: none"> - e.g. not wearing a hat, wearing the wrong hat • Late to class <ul style="list-style-type: none"> - e.g. dawdling, hanging out in the toilets, deliberately going to the toilet after the bell • Absconding safely <ul style="list-style-type: none"> - e.g. within school grounds, within sight of teacher • Failure to report a minor incident 	<ul style="list-style-type: none"> • Abusive language <ul style="list-style-type: none"> - e.g. swearing directed at another person, repeated explicit language • Defiance / disrespect/ non-compliance <ul style="list-style-type: none"> - e.g. repeated failure to respond to teacher requests, responding in a socially rude manner eg yelling, refusal to follow instructions etc • Sustained disruption <ul style="list-style-type: none"> - e.g. sustained loud talk, yelling or screaming, noise with materials, horseplay or roughhousing, and / or sustained out-of-seat behaviour • Physical aggression <ul style="list-style-type: none"> - e.g. punching, kicking, slapping, pinching, hitting, biting, use of a weapon, scratching, hair pulling, intention to hurt • Theft <ul style="list-style-type: none"> - e.g. taking things from others' bags or pencil cases, taking things from the classroom • Bullying <ul style="list-style-type: none"> - e.g. repeated emotional, mental or physical harm of another student, disrespectful messages that could include negatives comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters • Property damage <ul style="list-style-type: none"> - e.g. intentional damage to property that could result in harm to self or others • Criminal behaviour <ul style="list-style-type: none"> - e.g. bringing a weapon to school, use of technology to intimidate or harass • Absconding dangerously <ul style="list-style-type: none"> - e.g. out of sight of teacher, out of school grounds, refusal to re-enter room • Failure to report a major incident



STUDENT REFLECTION SHEET



Name: _____ Class: _____

What expectation did I not meet:

Safety	Respect	Personal Best
<ul style="list-style-type: none"> • Hands and feet to self • Right place, right time • Walk on hard surfaces • Be sun smart 	<ul style="list-style-type: none"> • Be kind and considerate • Listen and speak politely • Value the environment High 5	<ul style="list-style-type: none"> • Follow instructions • Wear correct uniform • Be responsible for your belongings • Be your best

How did I not meet this expectation? What did I do?

.....

.....

Who has been affected by what I have done? In what way?

.....

.....

What I could have done instead:

.....

.....

What I will do to make things better:

.....

.....

This is my: _____ notice this term

Note not returned the next day? Reflection Room

Note returned the next day? Playground

Principal: _____ Date: _____