

NSW Department of Education – Maclean Public School School Behaviour Support and Management Plan

Overview

Maclean Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be actively engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful and responsible learners in a caring learning environment.

Principles of positive behaviour support, 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.

To achieve our vision, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- Trauma Informed Practice

Maclean Public School rejects all forms of bullying behaviours, including cyber-bullying 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 culture where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school climate 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

Maclean Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and bullying strategies, by:

- Inviting parent/carer and student feedback through formal and informal means such as school surveys, Tell Them From Me surveys, consulting with the P&C and local AECG.

Maclean Public School will communicate these expectations to parents/careers through the school newsletter. Our school proactively builds collaboratively relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

| Expectation - [Respectful] | Expectations - [Responsible] | Expectation - [safe] |
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| Follow teacher instructions. | Control what you do and say. | Right place, right time. |
| Always listen. | Stop, look and listen on teacher signal. | Hats on heads. |

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| Walk without talk. | Show good sportsmanship. | Walk on hard surfaces. |
| Speak appropriately, Respond appropriately. | Share spaces, be considerate and cooperative. | Use manners, such as please and thank you. |

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

The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principles of inclusive practice. Include approaches for antibullying, including cyberbullying. Additional information can be added as appendices as needed.]

| Care Continuum | Strategy or Program | Details | Audience |
|--------------------------------|--|--|--|
| Prevention | Breakfast club | Local Maclean Lions Club, support a breakfast club program twice a week (Monday and Wednesday) Free healthy food is available from our canteen, building strong student-teacher relationships. | Staff, students K-6. |
| Prevention | National Day of Action Against Bullying and Violence (NDA) | Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year. | Staff, students K-6. |
| Early intervention | Kindergarten Orientation/Transition programs. | Kindergarten transition programs are well embedded into our school calendar. Strong relationships between our local pre-schools create meaningful relationships with an emphasis on belonging and inclusion in our school setting. | Staff, pre-school staff, kinder enrolments/families. |
| Targeted intervention | Attendance support | The principal will convene a planning meeting with students, families, teachers and external services to address barriers to improve attendance and set growth goals. | Individual teachers, students, external providers and principal. |
| Individual intervention | Individual Behaviour Support Planning | Planning is done in collaboration with the student and their family with support from Learning and Support team, school psychologist, WHIN, | Individual students, staff and external providers. |

| Care Continuum | Strategy or Program | Details | Audience |
|----------------|---------------------|--|----------|
| | | and external providers where appropriate. This includes behaviour support and risk management plans. | |

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

- Identifying behaviour 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.

Maclean 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 cyber-bullying. Students who have been bullied will be offered appropriate support, for example through a trusted staff member or school counselling services in extreme situations.

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 students or staff members.

| 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 | 1. Refer to school wide expectations and /or emotional regulation visuals and /or supports so | 1. Seek assistance from exec or principal if there is a risk to |

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| opportunities for practice and role modelling. Students are acknowledged for meeting school wide expectations and rules. | the students can self-regulate. | safety. Otherwise notify the office ASAP. |
| 2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school wide continuum for acknowledging expected behaviours. | Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | Principal/CRT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirection to another area or activity, providing reassurance or offering safe choices. |
| 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 School Bytes or individual behaviour support plans. | Use direct responses eg, PBL expectations, re-teach, provide choice, scripted interventions, student conferences. Students have an opportunity to meet the PBL expectations for classroom and playground behaviour, before a low-level consequence is applied. | Principal collects information and review the incident from multiple perspectives and determines next steps. Principal/executive staff records the incident on school Bytes and contacts parents/carers by phone call or email. Principal may consider further action e.g. formal caution/suspension. |
| 4. All behaviour expectations are taught explicitly through PBL settings as a weekly focus. | Teacher explicitly shares PBL setting focus at Monday morning whole school lines, classroom teachers re-visit in their classrooms with all students. Students on reflection refer to PBL expectations. | 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 developing a risk assessment. These are shared with all staff. |
| Teacher/parent contact | | |
| 5. Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. | Teacher contacts parents by phone, email or letter when a range of corrective responses have not been successful. In some cases, individual planning and referral to LST may be discussed. | Principal contacts parents/carers to discuss any support and behaviour responses, including referral to LST, arranging case meetings, and contacting outside agencies. |

Responses to serious behaviours of concern

- Responses, including students who display serious behaviours of concern, are recorded in School Bytes. These may include:
- Review and document incident
- Determine appropriate responses, including supports for staff or other students impacted
- Refer/monitor the student through the learning and support team
- Develop and/or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- Reflection or restorative practices
- Liaise with school psychologist, APLAS, LWO (Learning Wellbeing Officer) for additional support or advice
- Communication and collaboration with parents/cares (phone, email, parent portal, meeting, letters)
- 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.
- 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.

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](#).
- 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](#).

Detention, reflection and restorative practices

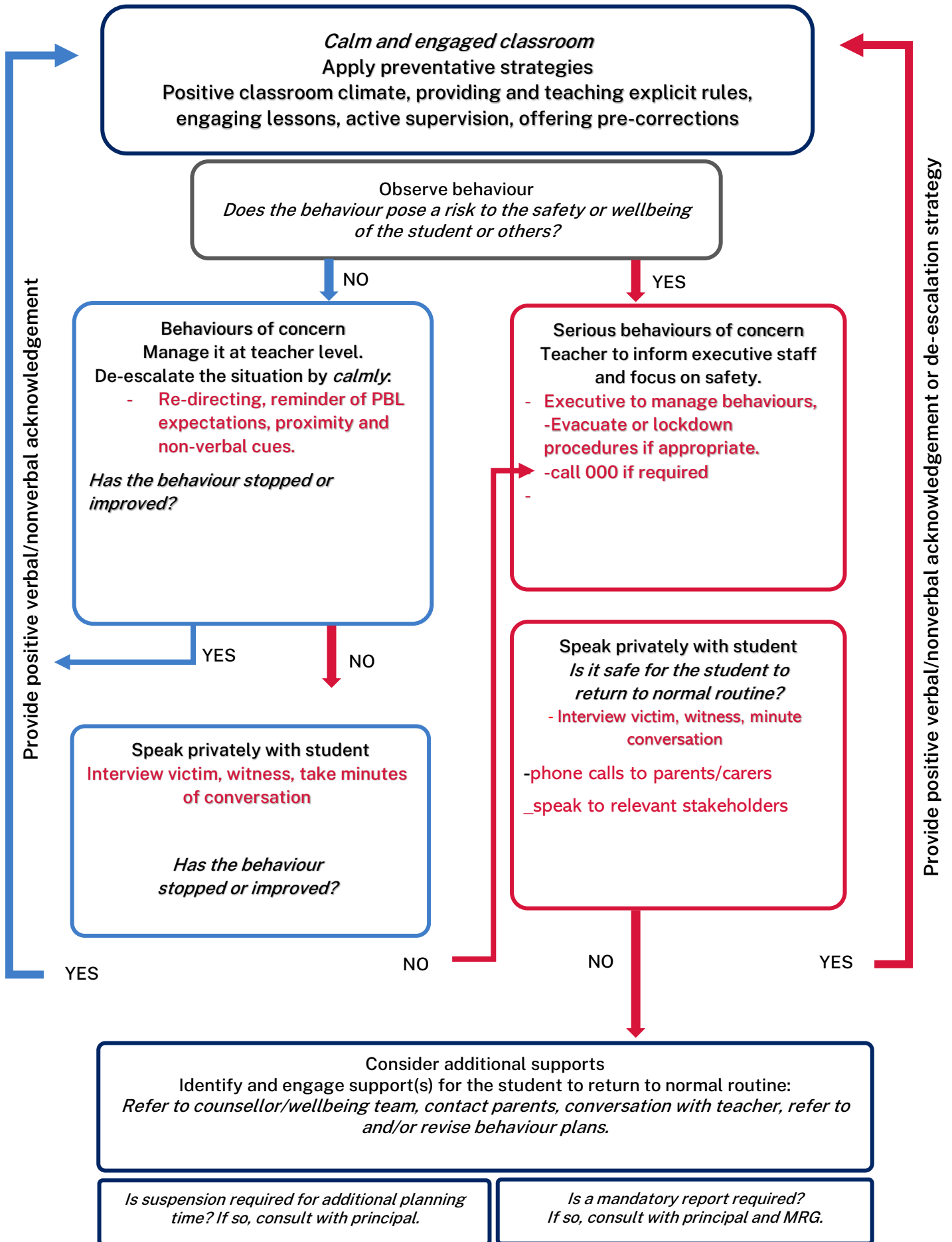
| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|--------------------|-----------------------------|
| Reflection conversation (problem solving)- What happened, what did you do, what could you do instead next time, and which PBL values did you forget? | Class time and break times as required. | Executive | Documented in School Bytes. |
| Walk and talk- students (especially younger students) walk with a teacher on duty, having a casual conversation about PBL expectations, watching role models in the playground and talking about their choices. | Break times. | Classroom teachers | Documented in School Bytes. |

Review dates

Last review date: November 2025.

Next review date: Day 1, Term 4, 2026.

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

