

Overview

As part of the Plan for NSW Public Education, Mimosa Public School strives to strengthen student wellbeing and the development of every child in an inclusive, safe, harmonious and motivating school environment. It is important to our school community that every child feels known, valued and cared for and that students leave our school with the educational, social and emotional skills to fulfil their potential.

Our school places the highest importance on wellbeing, attendance and promoting a positive school culture, knowing that students who feel supported, heard, safe and connected are more likely to be active participants in their learning. Mimosa Public School is committed to implementing an inclusive, proactive, prevention-focused, whole-school approach to student wellbeing through evidence-informed positive behaviour support, trauma-informed practice, and the explicit teaching and modelling of positive behaviour strategies. Through building partnerships with students and their families we can strengthen every child's opportunity for educational success and belonging.

Key programs and procedures prioritised and valued by the school community are:

- Positive Behaviour for Learning (PBL)
- The Learning and Support Team
- Second Step Program

These programs and procedures prioritise social and emotional learning which supports good mental health, positive relationships and the prevention of bullying.

Mimosa Public School rejects all forms of bullying behaviour, including online or cyber-bullying. Our student wellbeing and management practices are grounded in evidence-informed, behaviour support and management approaches and are underpinned by the Department of Education's Student Behaviour Policy, the Inclusive Education Statement and the NSW Behaviour Code for Students (2024).

Partnership with parents and carers

Parents and carers work in partnership with the school to implement the SBSMP, supporting their child to abide by the NSW Behaviour Code for Students, resolving issues regarding

their child's behaviour, and communicating with school staff and community respectfully and collaboratively, consistent with the School Community Charter (see below).

Mimosa Public School partners with parents / carers in establishing expectations for engagement and developing and implementing student behaviour management and anti-bullying strategies by:

- consulting with key stakeholder groups such as the P&C, Class Parent groups and local Aboriginal Education Consultative Group (AECG)
- generating feedback on current practices through school surveys and discussion forums
- providing feedback to parents / carers when relevant regarding their child's behaviour incidents at school
- involving parents / carers in the development of plans to support their child's learning and behaviour
- providing opportunities for parents and carers to discuss their child's progress at school, both socially and academically with key staff
- promoting a universal language for managing student behaviour through parent workshops and webinars delivered by the Northern Sydney Health team (E.g. Got It! Program)
- using concerns raised through complaints procedures to review school systems, data and practices
- providing guidelines for parents regarding how to engage positively with the school as outlined through the School Community Charter [School Community Charter](#)

Mimosa Public School communicates to parents / carers through the following communication channels:

- newsletters, emails, phone calls and the School Bytes portal
- the sharing of our School Behaviour Support and Management Plan (SBSMP)
- school website
- school sign
- parent information sessions and workshops
- 'Meet the Teacher' evenings
- Parents and Citizens Association (P&C)
- parent / teacher interviews (social, emotional and academic focus)
- school transition and readiness program (STAR)

School-wide expectations and rules

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

To be respectful, responsible and resilient learners who demonstrate effort.

Respect	Responsibility	Resilience	Effort
Be polite, kind and honest	Make safe choices	Take ownership for your actions	Be your best
Care for others, our self and our school	Be in the right place at the right time	Bounce back	Persevere
Take pride in yourself and your learning	Be a positive role model	Accept opportunities and challenges	Believe in yourself

NSW 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 and use the Behaviour Code for Students to provide consistency in our approach.

The NSW Behaviour Code for Students can be found at: [Behaviour Code for Students](#).

This document translated into multiple languages is available here: [Translated Behaviour Code for Students](#).

Whole school approach across the care continuum

Mimosa Public School embeds student wellbeing and positive behaviour approaches and strategies 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-informed 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 inclusive and active engagement with learning
- providing carefully sequenced engaging lessons that provide options for student choice and goals for improvement
- differentiating learning content and tasks to meet the needs of all learners

The table below provides details of the programs, interventions and/or strategies implemented at Mimosa Public School, to support all students across the care continuum.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning program (PBL)	PBL systems are implemented to create a positive, safe and supportive school climate in which all students can learn and develop. All stakeholders work together to teach and support behaviour expectations at school.	Whole school
Prevention	Second Step Program (K-6)	A research based, universal prevention program aimed to increase student success and decrease problem behaviours by promoting social-emotional competence and self-regulation.	Whole school

Prevention	Child Protection Education	Mandatory implementation of the Child Protection curriculum, providing a balanced education focusing on the themes: • Recognising abuse • Power in relationship • Protective strategies.	Whole school
Prevention	National Week of Action (NWA)	In August 2025, Mimosa PS will be participating in the annual National Week of Action against Bullying and Violence (NWA).	Whole school
Prevention	Anti-Bullying Policy	Mimosa Public School - Anti-bullying Plan implemented and reviewed annually. Published on the school website.	Whole school
Prevention	Life Education Program	PDHPE curriculum-based health education modules delivered to all students K-6.	Whole school
Prevention Early Intervention Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	Prepare, Engage, Educate and Respond resources will be used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Whole school

Prevention Early Intervention Targeted / Individual	NSW Behaviour Code for Students	NSW Department of Education Behaviour Code for Students underpins the principles of Respect, Safety and Engagement for students at school.	Whole school
Prevention Early Intervention Targeted / Individual	Wellbeing officers	Wellbeing officers work with targeted students and small groups. They provide additional support to students to promote the development of social and emotional skills.	Small group and individual students
Prevention Targeted groups	Student leadership initiatives	Leadership development programs for students. Opportunities include the Student Representative Council, Library Monitors, Buddies, Wellbeing Ambassadors, Green Team, Technology Monitors, Dance Captains, Band Captains and the Student Leadership team.	Groups of students
Prevention & Early Intervention	Northern Sydney Health, Got It! Team - parent webinar and workshops	A partnership between the school, parents and the Got It! team to support social and emotional development of students. The Got It! Team will present a series of parent workshops during Term 1. Online webinars and onsite workshops focused on anxiety and emotion coaching.	Whole school and small groups

Early Intervention	Positive Behaviour for Learning Tier 1	School-wide systems focusing on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school.	Whole school
Early Intervention & Targeted Intervention	Learning and Support Team processes (LST)	The LST works in partnership with teachers, students and families to support students who require additional personalised learning and support.	Individual students and small groups
Targeted Intervention & Individual Intervention	School Support Dog	The School Support Dog, Millie is used to provide emotional support to students. Her presence is used to: → Increase staff and student connectedness and positive emotions • Help students to feel ready to learn and participate • Decrease feelings of anxiety • Help students to share their feelings and regulate emotions.	Individual students and small groups
Targeted Intervention	Dancesport Confidence - My Best Self/Our Best Selves programs	DanceSport Confidence is a powerful and proven tool to develop respectful relationships through the development of interpersonal skills, self-confidence and trust, whilst engaging in partner dancing activities.	Year 5 students

Targeted Intervention	Positive Behaviour for Learning Tier 2	Targeted intervention and support for small groups of students.	Small groups
Individual Intervention	School Psychologist/Counsellor	School counselling staff assist students by providing a psychological counselling assessment and intervention service. They provide counselling using therapeutic interventions with students individually and in groups.	Individual students and small groups
Individual Intervention	Attendance Support	The Attendance Officer / Team monitors student attendance and meets with teachers, students and families to address barriers to improved attendance and to set goals.	Individual students and their families
Individual Intervention	Positive Behaviour for Learning Tier 3 - Individual behaviour support plans	Targeted intervention and support for individual students, which may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students and their families
Individual Intervention	Team Around a School	The Team Around a School works in partnership with principals and schools to provide additional targeted support to students with	Individual students and their families

		additional learning or wellbeing requirements. The Team Around a School works alongside school teams to share specialist knowledge, skills and understanding in the areas of learning and wellbeing, disability and inclusion, mental health, behaviour, attendance, Aboriginal student support and transition.	
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

Mimosa Public School staff model, explicitly teach, recognise and reinforce positive behaviour and behavioural expectations. The Positive Behaviour for Learning procedures and the Second Step Program adopt a positive approach to student wellbeing and underpin our school's management of behaviour.

The school values are implemented across all school settings. Each fortnight the school has a focus 'setting', and teachers model and explicitly teach students how they can demonstrate the school values. Throughout the year, various strategies are used to reinforce the PBL core values and behaviour expectations. Teachers acknowledge student effort and achievement through a range of positive reinforcement strategies.

Mimosa Kirinari Merits

Timeline	Kirinari Colour	Frequency	Setting & Purpose
Term 1	Green paper token	Fast and Frequent - An unlimited number can be awarded.	Settings: All school settings - classroom, playground, toilets, school office, lining up areas, library, assembly hall and
Terms 2 & 3 Term 4 (Weeks 1–6)	Pink paper token	Each teacher has a maximum of 12 Kirinari Merits to be awarded each fortnight.	

Term 4 (Weeks 7-10)	Green paper token	Fast and Frequent - An unlimited number can be awarded.	moving around the school. Purpose: Kirinari Merits are used to reinforce positive behaviours.
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Other positive reinforcement rewards include:

- Values Certificate
- Kirinari Badge
- Mimosa Medallion

These forms of recognition allow students to be acknowledged for positive behaviour and to share their successes with their parents / carers throughout the year.

Identifying behaviour of concern, including bullying and cyberbullying

Mimosa Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying through a range of channels, for example:

- directly observing a student's behaviour, 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 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

Planned responses to behaviour that does not meet the school expectations or the Behaviour Code for Students are either managed by the teacher or an executive staff member. Staff refer to the 'Behaviour Management' flowchart' and use their professional judgement in deciding whether a behaviour is teacher managed or executive managed.

Teacher managed - low level inappropriate behaviour is managed by teachers in the classroom and playground.

Executive managed - behaviour of concern (such as aggressive or physical behaviour, bullying or cyber-bullying), is managed by school executives.

The 'Behaviour Management flowchart' outlines the steps followed to manage behaviours of concern including bullying and cyber-bullying. The following interventions are outlined as part of these processes.

Prevention - responses to recognise and reinforce positive, inclusive and safe behaviour

- The Department of Education, Behaviour Code for Students is shared with students and parents at the start of the year and is frequently revisited and referred to throughout the school year.
- Teachers establish a positive classroom climate, providing and teaching explicit rules, engaging lessons and active supervision.
- Classroom behaviour management systems are established at the start of the year and reviewed, evaluated and adjusted throughout the year to meet the needs of the class and to ensure a safe, respectful and engaged learning environment for students.
- Teachers utilise preventive and responsive classroom management strategies, pre-corrections, and active supervision.
- Behaviour expectations are explicitly taught K-6 and referred to regularly.
- Teachers model behaviours and provide opportunities for students to practise appropriate behaviour.
- Students are acknowledged for meeting school-wide expectations and rules.

- The school values are implemented across all school settings. Each fortnight the school has a focus 'setting', and students are explicitly taught how they can demonstrate the school values in this setting.
- Verbal and non-verbal specific feedback is paired with a positive, tangible reinforcer (Kirinari Merits) acknowledging expected behaviour.
- Tangible reinforcers include those that are free and frequent (green Kirinari Merits in Term 1 & Weeks 6 - 10 of Term 4), moderate and intermittent (pink Kirinari Merits in Terms 2, 3 and Weeks 1-6 of Term 4) or significant and infrequent (Values certificates).
- The School Bytes / Wellbeing system is used to record when students are awarded Values Certificates, Kirinari Badges and the Mimosa Medallion.
- Social emotional learning lessons are taught weekly – Second Step program.
- Second Step concepts and messages are reinforced at weekly assemblies and in the school newsletter.
- Teachers engage in evidence- based professional learning relating to student behaviour and wellbeing.

Early Intervention - responses to minor inappropriate behaviour (behaviours of concern - teacher managed)

- Teachers / students refer to school-wide behaviour expectations and / or emotional regulation visuals and / or supports so that the student can self-regulate and demonstrate expected behaviour.
- Teachers review the Behaviour Code for Students with the student/s.
- When responding to minor inappropriate behaviour, teachers calmly prompt, redirect, reteach and provide the student with a choice. (Providing positive verbal / nonverbal acknowledgement when a student chooses appropriate behaviour).
- Teachers use indirect responses including proximity, signals, non-verbal cues, praise or redirect with specific corrective feedback.
- Teachers respond to minor inappropriate behaviour with a timely and appropriate consequence. These may include:
 - reminder of school values / rules and discuss appropriate replacement behaviour/s
 - time-out (E.g. loss of privilege or time to reflect on behaviour)
 - restitution (E.g. repair a relationship, fix something that was broken, clean up if a mess was made).
- Communication with parents / carers to inform them about their child's behaviour and the appropriate and logical consequences applied.
- Teacher records all details / actions and parent communication on the School Bytes / Wellbeing system.

- If minor inappropriate behaviours persist, teachers consult with grade / stage team colleagues as well as their stage Assistant Principal to plan interventions in response to the low level or minor behavioural difficulties in the classroom and playground.
- Ongoing communication and consultation with parents / carers. This is an opportunity to plan and implement strategies / interventions / consequences to manage and respond to the minor inappropriate behaviour.

Targeted / Individualised - responses to serious behaviours of concern (teacher and executive managed)

A serious 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.

- If the behaviour poses a risk to the safety or wellbeing of students or others, the teacher will seek assistance from a member of the executive team immediately.
- Teacher / executive staff will ensure the safety of all stakeholders and de-escalate the situation by using appropriate strategies such as:
 - redirecting to another area or activity
 - providing a space for time-out
 - communicating clearly and calmly to all stakeholders.
- Teacher and executive staff collect relevant information regarding the situation to determine next steps. This may involve gathering information from relevant participants / witnesses.
- Teacher and executive staff conduct an interview with student/s involved, which includes reflection, acknowledgement of the problem and potential solutions and logical consequences for their actions (see table below). This provides a teachable moment to help students make more appropriate choices in the future.
- Duration of the consequence will vary in accordance with the severity of the inappropriate behaviour.
- Communication with parents / carers to inform them about their child's behaviour and the planned appropriate and logical consequence/s.
- If the logical consequence involves a detention or loss of privilege, this will be conducted by an executive staff member, who will review the Behaviour Code for Students and discuss any restorative practices.
- Executive staff determine if additional support is required for the student. This may include:
 - referral to the Learning & Support Team

- liaising with the Team Around the School
- engaging the School Counsellor
- developing or revising individual behaviour plan/s
- further communication with parents / carers and external support agencies.
- Executive staff and the Learning & Support Team work in partnership with all stakeholders to support the student.
- Teacher / Executive staff records all details / actions and parent communication on the School Bytes / Wellbeing system.

Appropriate and Logical Consequences

A consequence is applied if a student is deliberately choosing behaviour outside the Behaviour Code for Students. The 4 guidelines for a logical consequence are:

- If you damage or break something, it's your job to help fix it or clear it up.
- If you damage a relationship, it is your responsibility to repair it.
- If you abuse a privilege (ie. school representation), you lose it until you recommit to it and demonstrate responsible behaviour.
- If you act impulsively or disruptively you will be required to take time-out to reflect on your behaviour and take remediating action.

Sourced from "Teaching Students to Self-Manage in the Classroom - Strategies that Promote Wellbeing & Resilience" Rob Stones 2024

Additional responses to serious behaviours of concern

Mimosa Public School's response to serious behaviours of concern align directly with the NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) which apply to all NSW public schools.

Responses for serious behaviours of concern, including students who display bullying behaviour (including cyberbullying), are recorded on the School Bytes / Wellbeing system. This may include:

- review and document the incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer / monitor the student through the school Learning & Support Team
- develop or review individual student support plans, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices

- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents / carers (phone, email, School Bytes parent portal, meetings)
- formal caution to suspend, suspension or expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern. In these circumstances a principal can consider expelling a student from the school.

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](#).

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

If student behaviour is considered such that a reflection, detention or restorative practices are required for reteaching desired behaviour, the school follows the processes below.

Toilet and food breaks are always included when withdrawal from free choice play, at either break time, is planned as a response to student 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?
Positive Behaviour for Learning Reflection A structured debriefing and planning session after a crisis event or	Next break time - usually the first half of the	Assistant Principal, Deputy Principal or	Documented in School Bytes

behaviour of concern with an individual student. This may include reviewing the Behaviour Code for Students, revisiting the PBL school expectations and drawing on strategies from the Second Step Program. It may include a reflection on emotional regulation strategies, setting goals or planning a restorative practice.	next lunch break.	Principal	Wellbeing system
Alternate play plan / Detention Withdrawal from free choice play and re-allocation to the office or classroom for supervised play 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.	Next break time - usually the first half of the next lunch break.	Assistant Principal, Deputy Principal or Principal	Documented in School Bytes Wellbeing system
Restorative Practices Encouraging behaviour that is supportive and respectful. Putting the onus on individual students to be accountable for their behaviour and to repair any harm caused as a result of their actions.	Immediate - time to be determined based on the nature of the restorative practice.	Assistant Principal, Deputy Principal or Principal	Documented in School Bytes Wellbeing system
DoE Suspension and Expulsion Procedures As per DoE Suspension and Expulsion procedures.	Timeframes inline with DoE suspension and expulsion procedures.	Principal or their delegate	School Bytes

Review dates

Reviewing our School Behaviour and Support Management plan on an annual basis ensures these plans continue to be fit for purpose and use current school data to inform practice and directions. The review will use current school data to inform practice and directions. The review will include community and student engagement and representation, and the

analysis of school-wide data generated as part of our School Excellence Plan's Strategic Direction of Wellbeing and Attendance.

Last review date: 18/12/24

Next review date: 1/12/25