

Moulamein Public School Behaviour Support and Management Plan

Overview

Moulamein Public School strives for excellence in an inclusive learning environment where every student is supported to connect, thrive and succeed across the curriculum. Our school community is committed to working collaboratively to provide diverse learning opportunities for all students to achieve their personal goals.

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 learners in a caring learning community.

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 mission, key programs prioritised and valued by the school community are:

- The Resilience Project – Centred on core principles – Gratitude, Empathy, Mindfulness, and Emotional Literacy to enable positive changes within the school community.

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

Moulamein Public School rejects all forms of bullying behaviours, including online (or 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 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

Moulamein Public School partners with parents/carers in establishing expectations for student engagement, behaviour management and anti-bullying strategies, by inviting parent/carer and student feedback through formal and informal means, such as NSW Public School Survey, school surveys, consulting with the P & C and relevant external stakeholders, using concerns raised through complaints procedures to review school systems, data and practices and consulting with parents/carers in the development and review of individual student plans.

Moulamein Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. We work alongside all stakeholders to strive for and sustain a culture of high expectations that supports a learning culture. Staff and students build on their knowledge, skills and values to be successful in their learning growth. We are committed to fostering strong relationships and embedding quality wellbeing systems to ensure

every student can connect, succeed and thrive. We communicate these expectations to parents/carers through the school newsletter and school website.

School-wide expectations and rules

Moulamein Public School has the following school-wide expectations:

- To be respectful, safe and resilient learners.

Be Respectful	Be Safe	Be Resilient
Listen and follow instructions	Learn and play safely	Ask for help
Use appropriate language	Right place, right time	Bounce back
Work co-operatively	Use equipment correctly	Share and take turns
Accept differences	Be aware of others around you	Have a go

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

At Moulamein 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 cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	Our Wellbeing Officer runs a breakfast club program two days a week that provides access to a free healthy breakfast.	All students
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	All students
Prevention	Child protection and PDHPE curriculum	Teaching child protection education is a mandatory part of the syllabus. This occurs during each year. The development of self-management skills allows students to take personal responsibility for their actions and emotions.	All students
Prevention & Early Intervention	Extra- curricular programs	Moulamein Public School offers a wide range of extra-curricular activities which support the wellbeing, belonging, inclusion and connection of the school community.	All students
Prevention & Early Intervention	Buddy Program	Classes have a buddy class which enables peer support and learning across the school. The kinder class is paired with a higher class for buddy reading each week to develop connections within the school community.	All students
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All students
Prevention and Early Intervention	The Resilience Project	The Resilience Project focuses on Gratitude, Empathy and Mindfulness (GEM). Alongside Emotional Literacy, Connection and Physical Health, aligns well with fostering positive emotions and social-emotional skills in students.	All students
Prevention, Early, Targeted & Individual Intervention	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All students
Prevention, Early, Targeted &	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships.	All students

Care Continuum	Strategy or Program	Details	Audience
Individual intervention			
Targeted / individual intervention	Attendance support	Students are supported by holding a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal, class teacher
Prevention, Early, Targeted & Individual intervention	Trauma- informed Practice	Trauma-informed practice is a strengths-based framework in which education systems, schools and school staff understand, recognise and respond effectively to the impact of trauma on students.	All students
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, TEAM around School

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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use the Student Behaviour Management Process flowchart (Appendix) and 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.

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. See Student Behaviour Management Process Flowchart-Appendix.

- 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.

Responses and incidents are recorded and reviewed on the School Bytes wellbeing system. Principal, Teachers and Staff regularly review Wellbeing data on School Bytes.

Classroom	Non-classroom setting
<ul style="list-style-type: none"> · reminder of expectation · re-direct · offer choice · error correction · prompts · reteach · seat change · alternative 'reset' strategy* · discuss/complete work at an alternative time · conference · reflection and restorative practices · communication with parent/carer 	<ul style="list-style-type: none"> · reminder of expectation · re-direct · offer choice · error correction · prompts · reteach · play or playground re-direction · alternative 'reset' strategy* · walk with teacher · reflection and restorative practices · communication with parent/carer

*alternative 'reset' strategy includes withdrawal from current environment and re-location to an alternative setting, for a period of time. The purpose is to assist the student to reflect on their behaviour and make positive choices.

Moulamein 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 their teacher or 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

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

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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

The school-wide continuum for acknowledging expected behaviour includes:

- free and frequent – for everyday use by all staff in all settings
- moderate and intermittent – awarded occasionally
- significant and infrequent – semester or annual types of recognition.

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 autonomy. 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.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>1. Contact office to seek help from executive straight away if there is a risk.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/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</p>

		scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing 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 low-level consequence is applied.	3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Behaviour / wellbeing ITD system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. Social emotional learning lessons are taught (TRP) weekly.	4. Teacher records on Behaviour / wellbeing system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
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. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the School Bytes Wellbeing platform. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)

- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from 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.

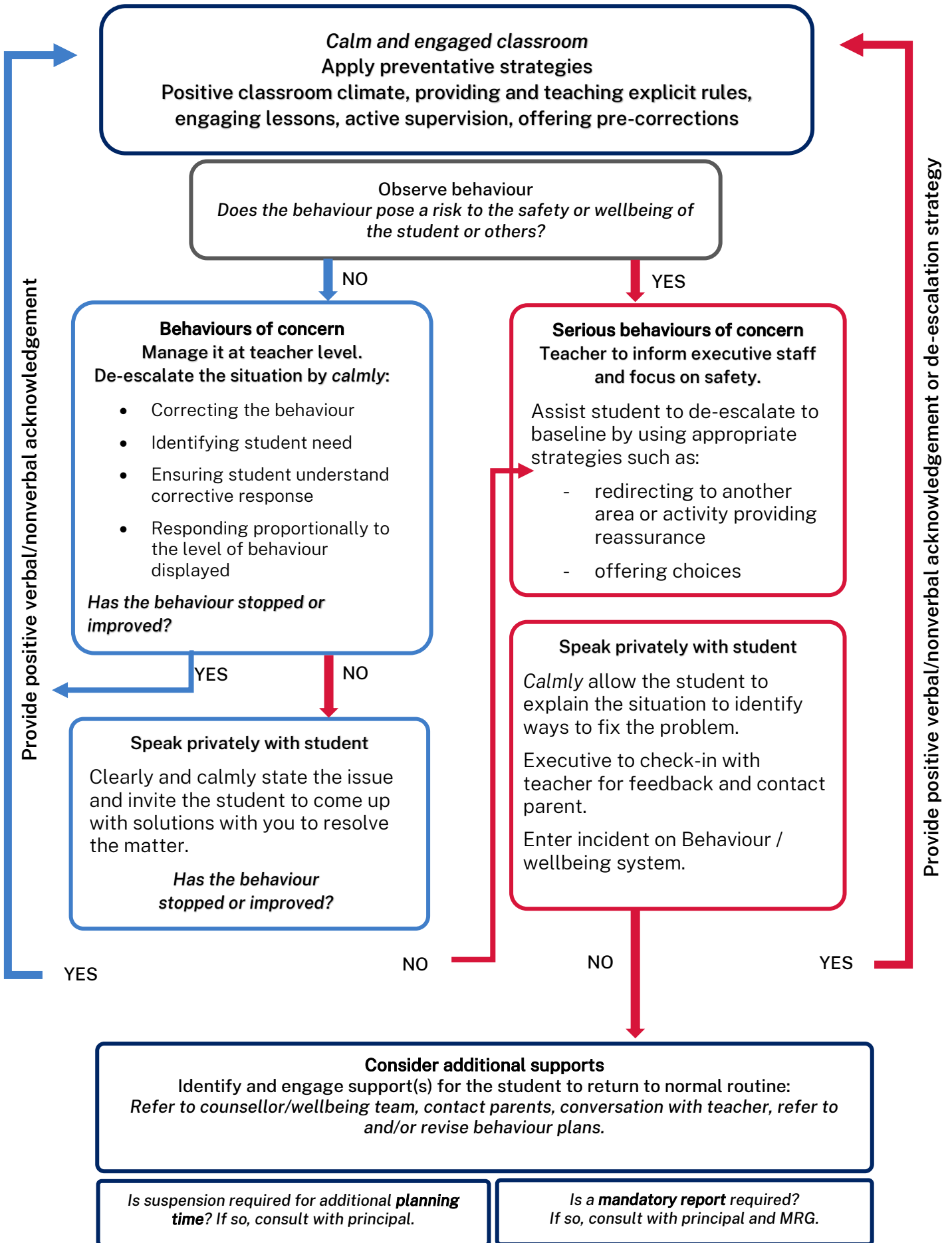
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	Next day at either lunch or recess break	Assistant Principal	Documented in School Bytes
Alternate play plan – withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	Assistant Principal	Documented in School Bytes
Restorative practice – peer mediation or circles in groups	Scheduled for lunch break	Assistant Principal	Documented in School Bytes
Reflection conversation (problem-solving) – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ Principal	Documented in School Bytes

Review dates

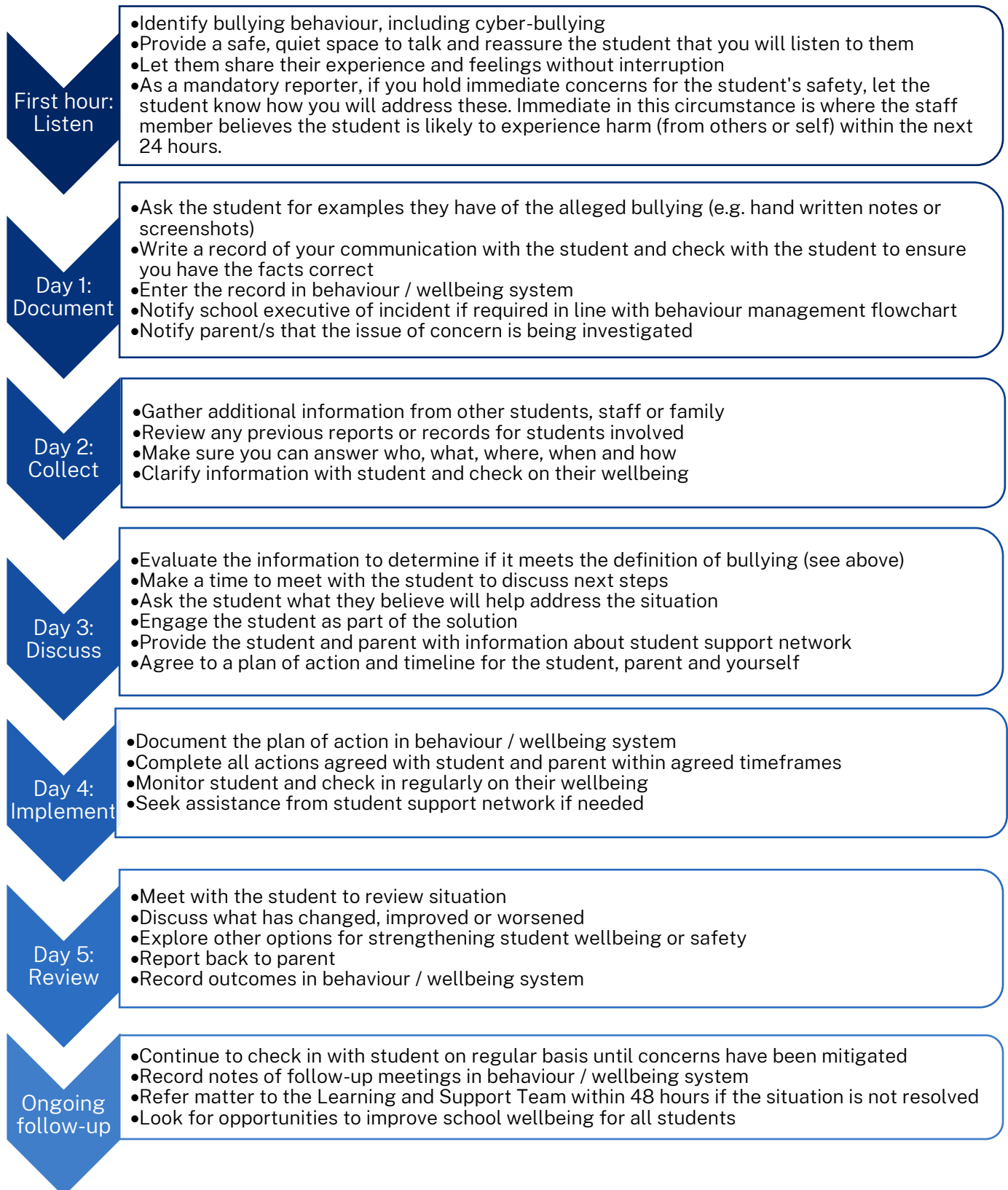
Last review date:

Next review date:

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



Reflection and restorative practices

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or misconduct occur.

Restorative practices include circles and supported peer conflict resolution to support the development of positive relationships. Conflict resolution sits within a restorative practices approach.



Informal Restorative Practices

Informal restorative practices are simple, low-key ways educators and other school staff influence a positive environment. This includes strategies such as using ‘I’ statements to communicate feelings and putting the focus on how one person or one group can be impacted by the behaviour of others. The focus is on the behaviour, not the person.

Affective questions are also used to encourage the person who caused the harm to stop and reflect on who was affected and how they were affected.

Class teachers may use reflection sheets or the P3, P3, F3* model to support restorative conversations with students as needed following incidents.

Executive Reflection Session Procedures

When a student receives 1 red behaviour notice or 3 yellow behaviour notices in a month, they are required to attend a reflection session with an executive staff member (see Appendix C for Ashbury PS Student Behaviour Management Process).

The reflection session allows the student time with an executive to reflect on the incident/s and plan future actions to repair harm, restore positive relationships and prevent future behaviour/s with an individual student (reflection) or group of students. Where possible, the reflection session occurs on same or next day after lunch eating time

Toilet and food breaks are always included when students are withdrawn during break times. The maximum length of time will be appropriate to the age/developmental level of the student. For K-2 students, the session may be up to 15 minutes and for 3-6 students, it may be up to 20 minutes. These sessions are documented in the School Bytes Wellbeing system. Staff may use Reflection sheet (Appendix D) or P3, P3, F3* approach.

Restorative Questions

To respond to behaviours of concern	To help those harmed by others’ actions
<p>Past</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? <p>Present</p> <ul style="list-style-type: none"> • Who has been affected by what you have done? In what way? 	<p>Past</p> <ul style="list-style-type: none"> • What did you think when you realised what had happened? • How did you feel when the incident happened? <p>Present</p> <ul style="list-style-type: none"> • What impact has this incident had on you and others?

<ul style="list-style-type: none">• What do you think you need to do to make things right? Future <ul style="list-style-type: none">• If the same thing happened again, how could you behave differently?• What support do you need? Who could you go to for support?	<ul style="list-style-type: none">• What has been the hardest thing for you? Future <ul style="list-style-type: none">• What do you think needs to happen to make things right?• Who can you go to for support?
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*Adam Voigt's P3, P3, F3 (Past 3 minutes, Present 3 minutes, Future 3 minutes) model is a restorative circle approach that uses questioning to help participants communicate more effectively.

Review dates

Last review date:

Next review date: Term 4, 2026