

School Behaviour Support and Management Plan Murwillumbah Public School

Overview

At Murwillumbah Public School, we believe that all students can learn and have the right to do so. As such we have the following priorities:

- The provision of quality education for all students
- The care and safety of all students

We are a **Positive Behaviour for Learning (PBL)** school, our expectations are:

RESPECT RESPONSIBILITY LEARNING

Our language when speaking to students is consistent and linked to our school expectations in both classroom and non-classroom settings. Signage around the school and in the classrooms reflects our expectations.

We recognise and encourage positive behaviour and when correcting student behaviour, do so by being explicit in instruction and wherever possible stated positively. E.g. Are you acting safely?

Murwillumbah 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.

Cultural perspective

Culturally inclusive practice is important at the whole school level and the curriculum, or classroom, level. At the whole school level, culturally inclusive practice focuses on:

- inter-group relations among students
- relationships between the school, parents and community
- communication and consultative decision making strategies
- representative student voice and leadership
- acceptance of diversity as normal and comfortable

The NSW Aboriginal Education Consultative Group Inc (NSW AECG) and the NSW Department of Education (the department) agree to use our best endeavours to ensure that every Aboriginal child and young person in NSW achieves their potential through education

Inclusive Education

The NSW Department of Education is committed to building a more inclusive education system. An education system where every student is known, valued, and cared for and all students are learning to their fullest capability.

1. Student agency and self-determination
2. Parent and carer inclusion
3. Social and cultural inclusion
4. Curriculum inclusion
5. Workforce capability for inclusion
6. System inclusion.

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education/Inclusive-Education-Statement.pdf>

<https://education.nsw.gov.au/about-us/strategies-and-reports/our-disability-inclusion-action-plan-2021-2025/projects/disability-standards-course-for-leaders>

Partnership with parents and carers

The best education happens when parents, carers and schools work together. The [School Community Charter](#) outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

When parents enrol their children at Murwillumbah Public School, they enter a partnership with the school staff. This partnership is based on shared responsibilities and mutual respect. Our responsibilities are:

- Model the school's expectations
- Provide challenging and interesting learning experiences
- Encourage each student to achieve their potential
- Provide support to students in all aspects of school life
- Monitor student progress and take appropriate action
- Acknowledge positive achievements, attitudes, and behaviours
- Provide a caring, safe, and ordered environment
- Communicate regularly with parents, carers
- Implement a small number of easily understood rules and consequences that are fair, clear, and consistently applied
- Ensure policies and programs include principles of natural justice and procedural fairness
- Consistent communication across all our platforms, including (school newsletter, school website, School Bytes & Facebook), SMS messages, emails, letters and phone calls.
- Communicate positive feedback to parents, carers regarding student, general information and updates regarding student behaviour

Murwillumbah Public School will partner with families, parents/carers in establishing expectations for parents/carers through engagement in developing and implementing student behaviour management strategies including for bullying and/or cyber bullying behaviour by:

- individual meetings/phone calls to set goals
- Individual learning plans (ILP)
- personalised learning plans (PLP)
- behaviour plans
- inviting families and student feedback through formal and informal means, for example, through school surveys, consulting with the school's P & C Association and the local AECG
- using concerns raised through [community complaints procedures](#) to review school systems, data and practices in line with Department policy.

School-wide expectations and rules

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

- Positive Behaviour for Learning
- Explicitly taught at whole school assemblies, classrooms and everyday interactions with students
- Behaviour Expectations Matrix
- Chance Card Draws – acknowledge students who are meeting the PBL behaviour expectations
- Merit awards
- Individual Behaviour Plans <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/planning-behaviour-support-for-individual-students/How-do-I-plan-for-behaviour-support>
- Personalised Learning Support Programs <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning>

Examples of School Expectations *please refer to Appendix 11 for the complete matrix

RESPECT	RESPONSIBILITY	LEARNING
Be kind - classroom and playground	Play safely	Quality Work? What does this look like...
Listen to and follow instructions	Keep hands and feet to yourself	Be on time
Take turns/Use manners	Put equipment away	Have books and pencils out ready to learn
Use quiet voices	Walk directly to area - for example class/assembly	Listen to the teacher or person speaking

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

Murwillumbah Public School is a Positive Behaviour for Learning (PBL) school, our expectations are respect, responsibility, and learning. Our language when speaking to students is consistent and linked to our school expectations in both classroom and non-classroom settings. Signage around the school and in the classrooms reflects our expectations.

Our expectations are taught explicitly to students. This is done through whole school assemblies, classrooms and our everyday interactions with students. Murwillumbah Public School staff model the school's expectations in what we do and what we say.

Our school embeds student wellbeing and positive approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyberbullying behaviour.

Murwillumbah Public School engages with and is supported by the 'Team Around a School' (TAaS) which comprises of Delivery Support representatives from the Wollumbin Principal Network such as 'Learning and Wellbeing Officers/Coordinators', 'Support and Interagency Coordinator', AP Learning and Support, Home School Liaison Officer (HSLO), as well as the 'Aboriginal Community Liaison Officer' (ACLO)

Murwillumbah Public School supports staff by providing Professional Learning that is evidence-based to build staff capacity to understand, encourage and teach positive social-emotional wellbeing and discourage, prevent, identify, and respond effectively to student behaviours and learning requirements.

- PBL – Positive Behaviour for Learning – Tier 1, 2 and 3
- Trauma-informed practices
- Restorative practice
- Stronger Smarter

Murwillumbah Public School have a [Learning and Support team](#) that meets fortnightly and comprises all staff members, executive and support teachers and school counsellor, who embed strategies and programs with the multi-tiered systems of support from both internal and external networks to ensure ongoing support is delivered to students and staff.



Murwillumbah Public School – strategies, programs and practices across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Prevention	Chance Cards	A school reward system is used to recognise and promote positive behaviours. Weekly and term prize draws using the chance cards for canteen vouchers, prizes and excursions.	Whole School
Prevention	Gold/Principal Awards	A school reward system that recognises students over their time at MPS and their achievements to earn Principal, Bronze, Silver and eventually a Gold Award.	Whole School
Prevention / Early intervention	Attendance Strategy	Attendance is monitored by classroom teachers and executives weekly. Data is analysed and addressed following the departments and school attendance policies. Students with 100% attendance receive attendance merits. Class rewards offered	Individual students, families and two assistant principals
Prevention / Early Intervention / Targeted / Individual	Cyberbullying eSafety/SoS	Education and resources are used to educate and engage students and the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. Resources include actions to report and manage cyberbullying incidents.	Whole School
Prevention	Post Cards	Fortnightly postcards are sent home to recognise student achievement and reinforce positive behaviour in both the classroom and playground.	Whole School
Early Intervention / Individual Intervention	Passive Play	Quiet space is provided for students at lunchtime for identified students or students who prefer a quieter environment to build relationships and social skills.	Individual students / Whole School
Targeted Intervention	School Counsellor	Identified students raised at Welfare meetings and referrals to the School Counsellor.	Individual Students
Targeted intervention	Learning and Support Team	Learning and Support Team meet fortnightly. They work with teachers,	Individual students,

Care Continuum	Strategy or Program	Details	Audience
		students and families to support identified students who require personalised learning and support.	families and staff
Targeted intervention	Home School Liaison Officer	Home school liaison officers (HSLO) work with the school community to identify students to attend school regularly	Individual students and families
Targeted intervention	Parent Teacher Interviews	Meetings that involve the classroom teacher, parents, and the student to set measurable and achievable student goals in literacy, numeracy and social development are held in Semester 1 and reviewed in Semester 2.	Individual students and families
Targeted intervention	Behaviour Monitoring Cards	Students are supported through a monitoring card system to help students improve their behaviours in both the classroom and the playground	Individual Students
Individual intervention	SLSO Classroom Support	School Learning Support Officers (SLSO), provide support for students with identified diverse learning needs including disabilities in classrooms and other learning.	Individual students
Individual intervention	SLSO Playground Support	School Learning Support Officers (SLSO), support targeted students at recess and lunch to assist with social cues, an appropriate response to conflict, conflict resolution skills and self-regulation of emotions.	Individual students

School Excellence Framework/SEP

The NSW Wellbeing Framework for schools is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths-based, preventative and focus on early intervention. At MPS we achieve this by implementing evidence-based programs and initiatives to support and strengthen students' cognitive, physical, social, emotional and spiritual wellbeing. Staff engage in professional learning to build their capacity to understand the Wellbeing Framework and build holistic classroom and school-wide strategies for student wellbeing improvement measures.

SEF Domain and Element	MPS 2023 Self-Assessment	➔	MPS Target 2024-2025
- Learning (Wellbeing) - Leading (management practices and processes)	Sustaining & Growing Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students	➔	Excelling Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.

The whole school initiatives listed above are indicators of MPS's commitment to the School Excellence Framework to move us from *Sustaining & Growing* to *Excelling* for Behaviour. The strategies are also aligned with our [Strategic Improvement Plan 2021 – 2025](#).

We develop and build student educational outcomes in literacy and numeracy through curriculum differentiation based on the individual learning needs of all students. (*Strategic Direction 1 – Student growth and attainment*) - *Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes in literacy and numeracy. This will be achieved through the development and refinement of data driven teaching practices and high expectations*

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

Recognition of Positive behaviour

- Class awards – weekly 1 per class- 1 Respect, Responsibility, Learning
- Key Learning Awards/Quality Work – presented at the whole school assembly
- Principal, Silver and gold awards presented at the whole school assembly presentation of awards
- At whole school assemblies, presentation assemblies, special assemblies chance cards - used by
- All staff are to recognise positive behaviour by children in the playground and classroom
- PBL Green chance card (green – playground, white – classroom) recipients drawn weekly
- Lunchtime computer passes awarded to students during class time for positive behaviour

Identifying behaviour of concern, including bullying and cyberbullying

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.

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

- Direct observation in the classroom or on the playground by staff, of student's behaviour, interactions and verbal communication
- 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 the school counselling service

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 the Behaviour Response Continuum 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.

See Appendix 8 for Behaviour Response Matrix

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to serious behaviours of concern

Responses to behaviour of concern, including students who display bullying behaviour, are recorded on School Bytes. These may include:

- Review and document incident
- Parent meetings
- Referral to Welbeing Team/Learning Support Team
- School Counsellor referral offered to involved students
- Team around the School referral
- Direct observation in both classroom and playground
- Warning of suspension/suspension

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 the 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 in the [eSafety Guide](#).

Reflection and restorative practices

Reflection Room is used by all students K-6 during the first half of lunch (20 mins), on completion of the reflection sheet, students return to the playground for the second half of lunch, toilet break and canteen use.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Class reflection	When needed <10 minutes	Classroom teacher	Classroom teacher
Reflection with Executive	Lunchtime <20 minutes	Executive	School Bytes
Monitoring Card	When required	Executive	School Bytes

Review dates

Last review date: Day 1, Term 4, 2025

Next review date: Day 1, Term 4, 2026

Policy requirements:

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by Murwillumbah Public School as part of the [Student Behaviour policy](#). Our plan has been developed in consultation with key stakeholders and will be reviewed annually. This document will be published on our school website at: <https://murwillumb-p.schools.nsw.gov.au/>

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings. Evidence of effective implementation of the policy included: • Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities. • Providing, in partnership with Aboriginal people and communities, education that promotes quality teaching, is engaging, and is culturally appropriate and relevant. • Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population. • Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectation

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Appendix 1: Bullying Response Flowchart



Appendix 2: Roles and Responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation, and monitoring of the SBSMP.

Responsibilities	Details	ACTION
Students have the responsibility to:	- fully understand what “bullying” is, - be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, and are expected to behave in a manner as outlined in the Behaviour Code for Students - behave responsibly when using digital devices and online services, including social media platforms - monitor their own behaviour so that it does not result in anyone experiencing racism - behave as responsible bystanders.	- behave appropriately, respecting all members of the school community and their differences and backgrounds - report incidents of bullying including cyberbullying when they occur - all school staff to monitor the use by students of digital devices and online services - report any incidents of racism to teachers - call out racism and racial bullying, if safe to do so as an upstander.
Parents and Caregivers have a responsibility to:	- work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the Behaviour Code for Students - resolving issues in relation to their child’s behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter - work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur - adhere to the Department’s Digital Devices and Online Services for Students Policy and Students’ Use of Mobile Phones in Schools policy - demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment.	- collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate - support their children to become responsible citizens and to develop responsible online behaviour - report incidents of negative behaviour or bullying including cyberbullying to the school - support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying - ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment.

School executives and teachers have a responsibility to:	• contribute to the development, monitoring, and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the processes and strategies within the SBSMP • promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable, • manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary • encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS) • monitor the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	• implement the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • teach students to identify, report and respond to bullying at school and online • log data entries in School Bytes with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways • follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook and monitor and respond to inappropriate usage • address racism, promote cultural safety, diversity, inclusion and intercultural understanding • encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory.
Non-teaching staff have a responsibility to	• contribute to the development, monitoring and review of the SBSMP, as appropriate • support the school in maintaining a safe, inclusive and supportive learning environment • report behaviours of concern to a teacher or supervisor • complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	• Implement and embed in daily school practices the processes and strategies within the SBSMP • model and promote appropriate relationships and behaviours • log data entries in School Bytes with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable).

Principals (or their delegate) have the responsibility to:	• lead the school community in developing, implementing and monitoring the SBSMP • ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate • maintain a positive school climate that includes respectful relationships • identify patterns of negative incidents and bullying including cyber bullying behaviour and initiate a focused and targeted response, • manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy • ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents • work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours • ensure all staff, parents and carers, and students are aware of the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy, • review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, • have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.	• conduct an annual review of the plan SBSMP • review School Bytes Data and respond to matters in a timely manner • from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff • extract relevant data from School Bytes and where necessary engage internal support and/or TAaS, • provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students • work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways • ensure all staff are aware of the exemption for a student to use a mobile phone, • all staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism • familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.
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Appendix 3: Learning and Support Team Referral

Murwillumbah PS LEARNING SUPPORT TEAM REFERRAL

Student Name: _____ Referred by: _____ Date: _____

Class: _____ Date of Birth: _____ Parent's contacted? YES NO (circle one)



REFERRAL CONCERNS	Minor Concern	Moderate Concern	Serious Concern
ACADEMIC			
Below class average / Underachieving			
Disinterested / Indifferent			
Does not understand / Needs assistance			
Homework incomplete			
Learning difficulties			
Reading skills			
Expressive language			
Receptive language – understanding / carrying out verbal instructions			
Writing – structure			
Handwriting / fine motor skills			
Numeracy skills			
Attention span			
Organisational skills			
Difficulty attaining basic skills / new ideas			
Memory recall difficulties			
PHYSICAL			
Sight			
Hearing			
Speech			
Unwell			
Weight			
Gross motor skills			
Fine motor skills			
ATTENDANCE			
Fractional Truancy			
Frequent requests to leave the room			
Frequently arrives late			
Frequently leaves early			
Frequent Absences / pattern to absences			
BEHAVIOUR / SOCIAL			
Angry			
Argumentative			
Bullying			
Defiant / Resentful			
Depressed			
Disengaged / Restless			
Disobedient			
Easily upset / Stressed			
Interrupts			
Introverted / rarely participates in class			
Rude / Offensive			
Socially isolated			
Talkative			
Disruptive			
Victim			
Displays unusual behaviour			
OTHER			
Lack of food			
Personal hygiene			
Self esteem			
Self harming behaviours			

Reason for referral: What are your concerns? Elaborate on areas ticked above. Attach relevant data such as work samples, anecdotal records, observations etc.

What strategies have been implemented to date and with what success?

STLA ☐ Speech ☐ Counselling ☐ OT ☐ Classroom assistance (LSO) ☐ Other ☐ Please specify:

What outcomes would you like from this referral?

How can the Learning Support Team help? (Please tick as many as you feel is relevant)

STLA ☐ Reading Recovery ☐ Itinerant Support Teacher ☐ Speech ☐ Counselling ☐ Program assistance ☐ G & T ☐ OT ☐ Classroom assistance (LSO) ☐ Chaplain ☐ Other ☐ please specify:

LST comments:

Appendix 4: Referral for School Counsellor

REFERRAL TO SCHOOL COUNSELLOR From Learning Support Team / Student Welfare Committee (For students Kindergarten to Year 6) For completion by CLASS TEACHER or LST /SWC CO-ORDINATOR NB. A copy of this referral form may be given to, or discussed with, parents or caregivers. Please complete relevant sections. Other information may be attached.	
First referral ☐ Re-referral ☐ Completed Parent / Caregiver referral form attached ☐	
Reason for referral?	
Classroom achievement? (Reading, spelling, number, etc)	
Language skills? (Expressive and receptive language, fluency, etc)	
Physical skills? (Gross motor, fine motor)	
Behaviour, social skills, attendance?	
Student's strengths	
What strategies have been tried so far and with what success?	
What outcomes would you like from this referral?	
Teacher's name: _____ Signature: _____ Date: _____	
Comments by LST/SWC Co-ordinator LST/SWC Co-ordinator's name: _____ Signature _____ Date: _____	

Appendix 5: Time out slip (Buddy class)

 TIME OUT (BUDDY CLASS) SLIP	
STUDENT : _____ CLASS: _____ DATE: _____	
TEACHER : _____ TIME SENT: _____	
PREVIOUS ACTIONS ✓ ☐ Three dots on the board ☐ Remind of expectations ☐ Moved/Isolated within the room ☐ Spoke to student about the behaviour ☐ Counselling outside ☐ Redirected to an alternative activity FOLLOW UP ACTIONS ☐ Record on EBS ☐ Phone/contact parent ☐ Speak to supervisor ☐ Other	Reason for referral

Appendix 6: Time to think (Reflection Sheet)



- Respect
- Responsibility
- Learning

	Time to Think	
Name: _____Date: _____		
What will the teacher say you were doing?		
What was I doing?		
Were the action(s) I chose, Not good 1 2 3 4 5 Good (please circle)		
What would have been a better choice?		
Which of the school's expectations did you not meet? ☐ Respect ☐ Responsibility ☐ Learning		
Has your teacher spoken to you about this behaviour before? Yes ☐ No ☐ If Yes, why did you repeat the poor behaviour? _____		
How can we work together to stop this happening again?		
How can we make up for what has happened?		
Signed: Student: _____Teacher: _____		

Appendix 7: Monitoring Card

This week my goal is to _____

I can achieve this goal by _____

In the future I will _____

Student Signature _____

Teacher Signature _____

Parent Signature _____

PUBLIC SCHOOL

MURWILLUMBAH

Murwillumbah Public School

Promoting Excellence in Education

Monitoring Card



Name: _____

Class: _____

Appendix 11

Monitoring Card

	Day 1	Day 2	Day 3	Day 4	Day 5
Before School					
Morning Session					
Recess					
Middle Session					
Lunch					
Afternoon Session					

Rating

Excellent

Good

Unsatisfactory

This card is the student’s responsibility.
They must give it to the teacher for each lesson and collect it at the end.

Appendix 8: Behaviour Matrix

Behaviour	Examples	Behaviour Levels	Possible Consequences	Management Strategies	Staff Responsible
Disruptive (Interferes with teaching and learning)	Calling out, making noises, out of their seat, talking over others, interfering with other student's work, crawling on the floor, under tables etc	Low Level = Single incident, minor disruption Medium Level = Persistent disruption, behaviour that stops the teacher from teaching High Level = Deliberate and continual disruption despite interventions Continued disobedience	Low Level = Name on board, then dot Medium level = Buddy Class, reflection time High Level = Student to buddy class, parent meeting, behaviour monitoring card Short Suspension	Reflection time Behaviour monitoring book The Referral to Learning Support Team	Class teacher AP/LaST School counsellor
Aggressive behaviour	Hitting, kicking, pushing, shoving, swearing and intimidating behaviour, biting, head-butting	Low Level = hands-on behaviour that does not cause injury Medium Level = Deliberate breach of the hands-off policy High Level = Persistent behaviours/behaviours that cause injury	Low Level = Time out/teacher intervention Medium level = Time out/reflection time High level = Short Suspension	Discussion of expectations, Reflection time letter home Record on School Bytes Parents contacted AP/P involvement	Class teacher or duty teacher
Dangerous	Risk-taking behaviour e.g., climbing, absconding, using implements/equipment inappropriately, throwing objects, or	Low Level = One incident/low level of risk Medium Level = Risk of danger to be considered and	Low Level = Time out/teacher intervention Medium level = Time out/reflection time/ Discussion of expectations,	Discussion of expectations, Reflection time letter home	Principal/AP

	damaging school or personal property, out of bounds	or potential risk factors High Level= Deliberate/dangerous and or persistent	High Level= Notify parent-request meeting to discuss consequences. Possible suspension	Record on School Bytes Parents contacted AP/P involvement	
Refusal	To follow reasonable instructions	Low Level= Subtle, isolated incident Medium Level= Openly refusing, persistent High Level= Answering back/refusal deliberate act to defy the teacher Continued disobedience	Low Level= Name on board, then dot/reflection time Medium level= Buddy Class, reflection time High Level= Removal from classroom, Parent meeting, behaviour monitoring book Short suspension	Discussion of expectations, Record on School Bytes Teacher/AP reflection time Behaviour monitoring book	Class teacher AP/LaST
Offensive	Spitting, picture/drawing, verbal comments, swearing	Low Level= Subtle, isolated incident Medium Level= Deliberate incident designed to cause offence Verbal/physical High Level= Deliberate incident causing offence Verbal/physical.	Low Level= Reflection time (depending on the area of the incident, removal from the area) Medium level= Reflection time. Removal from the area. Reflection time High Level= Removal from classroom, Parent meeting, behaviour monitoring book Formal warning of suspension Short suspension	Discussion of expectations, record on School Bytes Mediation with student and other parties	

				Playground monitoring book or behaviour monitoring book	
Harassment	Name-calling, taking of possessions, intimidation, threats, cyber	Low Level = Subtle, one-off incident Medium Level = Deliberate incident designed to hurt feelings High Level = Threats of violence/persistent threats despite interventions	Low Level = Reflection time (depending on the area of the incident, removal from the area) Medium level = Reflection time. Removal from the area. Reflection time High Level = Buddy class, Parent meeting, behaviour monitoring book Formal caution, Short suspension	Discussion of expectations, Record on School Bytes Mediation with student and other parties Playground monitoring book or behaviour monitoring book	All staff
Physical violence (results in injury or seriously interferes with the safety and well-being of other students and staff)	Physical conflict Aggressive behaviour that causes injury or harm	Low Level = See above <i>aggressive behaviour</i> High Level = Fight or deliberate act of serious violence	Suspension from school (Decide whether the incident is aggressive behaviour (short suspension Physical Violence (Long suspension)	Formal Long Suspension Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor
Stealing/Theft	Equipment, toys, other people's property	Low Level = one-off incident Medium Level = One-off incident	Low Level = Reflection time Medium level = Reflection time	Discussion of expectations,	All staff/AP

		and lied or persistent issue High Level= Consider the item stolen, the effect of the stolen item on the persons involved	Interview with parent/formal warning High Level= Formal warning of suspension/monitoring card Suspension	Record on School Bytes Mediation with student and other parties	
Dishonesty	Truanting, stealing, making up stories,	Low Level= One off (consider the age of the student) Medium Level= Persistent issue High Level= Persistent issue that creates a continual disruption or peer conflict	Low Level= Discussion of expectations, Record on School Bytes Medium level= Reflection time High Level= Formal caution/monitoring card	Discussion of expectations, Record on School Bytes	All staff AP
Vandalism	School/personal property	Low Level= One-off incident (consider the age of the student) Medium Level= Consider the recorded damage and impact of damage on teaching and learning High Level= Consider the recorded damage and impact of damage on teaching and learning. Frequency of incidents to be considered.	Low Level= Reflection time Medium level= Reflection time High Level= Suspension	Discussion of expectations, Record on School Bytes Photograph evidence of vandalism Refer to Principal	All staff Principal
Suspension related incidents					

Continued Disobedience	Persistent disruption to teaching and learning	The student has moved through the school's behaviour management procedures. All incidents recorded, letters sent home, and monitoring cards have failed to assist behaviour	Short Suspension	Record on School Bytes Refer to Principal Principal to complete suspension process	Staff AP/Principal LaST
Aggressive Behaviour	Multiple incidences of aggressive behaviour across settings or high-level incident	The student has moved through behaviour management procedures. All incidents recorded letters sent home, monitoring cards have failed to assist behaviour	Short Suspension	Record on School Bytes Refer to Principal Principal to complete suspension process	Staff AP/Principal
Persistent Misbehaviour	Persistent disruption to teaching and learning. More than 2 short suspensions for continued disobedience in the past 12 months.	Student has moved through behaviour management procedures. All incidents recorded letters sent home, monitoring cards have failed to assist behaviour. Interventions are in place, however, student is still presenting persistent negative behaviours.	Long Suspension 5-20 days)	Record on School Bytes Refer to Principal Principal to complete suspension process Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor
Physical violence (results in injury or seriously interferes with the safety and wellbeing)	Physical conflict Aggressive behaviour that causes injury or harm	Low Level = See above <i>aggressive behaviour</i> High Level = Fight or deliberate act of serious violence	Suspension from school (Decide whether the incident is aggressive behaviour (short suspension Physical Violence (Long suspension)	Formal Long Suspension Follow DET guidelines (See Long Suspension checklist)	Principal/Assistant Principal LaST School Counsellor

<i>other students and staff)</i>					
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