

## NSW Department of Education

# Central Mangrove Public School - Behaviour Support and Management Plan



## Overview

Central Mangrove Public School is committed to supporting student wellbeing through a whole school approach centred on the four pillars of the care continuum: prevention, early intervention, targeted intervention, and individual intervention.

Explicit teaching and modelling of positive strategies, safe behaviours and inclusive practices which promote student wellbeing are implemented in all classrooms and across all settings. Systems and structures are implemented with intent to ensure a safe, supportive, and responsive learning environment for all.

Our goal is to inspire every student to engage positively throughout their school day while fostering excellence, opportunity, and success for every student, every day.

We are dedicated to developing safe, respectful learners within a caring, supportive learning community. Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social-emotional learning underpin our daily practice, with high expectations for student behaviour maintained through effective role modelling, explicit teaching, and planned responses. Central Mangrove Public School is committed to supporting all students to be engaged with their learning.

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

- Positive Behaviour for Learning (PBL) lessons linked to school values with explicit teaching of school wide expectations
- Explicit teaching of positive behaviours
- Visual levelled behaviour classroom systems to reinforce expectations, promote accountability, encourage self-regulation, enable early intervention, reinforce positive behaviour, maintain consistency across the school and support a respectful learning environment.
- Explicit teaching of inclusive practices that promote improved student behaviour
- Explicit teaching of NSW Department of Education Behaviour code for students
- Trauma Informed Practice and Restorative Practices

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

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

## Partnership with parents and carers

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

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

Central Mangrove Public School will communicate these expectations to parents/carers through the school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

## School-wide expectations and rules

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

To be safe, respectful learners.

Respect	Safety	Personal Best
Be kind and considerate	Hands and feet to yourself	Follow instructions
Listen and speak politely	Right place, right time	Show responsibility for your actions and reactions
Value the school environment	Use equipment correctly	Be ready to learn

## Behaviour code for students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour Code for Students](#).

## Whole school approach across the care continuum

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

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

- 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Breakfast Club	School community run a breakfast club program that provides access to a free healthy breakfast and builds strong student-teacher connections.	Whole school
Prevention	Cultural Inclusive Initiatives	The school community embraces all learners, has respect for, and values diversity and inclusion by recognising and celebrating Harmony Day, NAIDOC week, Reconciliation Week, Sorry Day.  Regular information is provided to the whole school community to promote inclusion and positive behaviour via the local newspaper, the school newsletter and social media pages.	Whole school
Prevention	Wellbeing Initiatives	Student wellbeing is promoted through participation in National Day of Action against Bullying and Violence, bi-annual Healthy Harold incursions and school camps and excursions which support mental, emotional, and social growth.	Students K-6
Prevention/early intervention	Second Step programs	The Second Step program helps students build skills such as nurturing positive relationships, managing emotions, and meeting goal to help them both at school and beyond.	Students K-6
Prevention / targeted intervention	Transition programs	Transition programs between both the local high school and pre school helps ease students' emotional and social adjustments, reducing anxiety as they move from primary to high school or from preschool to primary school. These programs provide students with familiar faces, clear expectations, and support, promoting a sense of belonging and confidence. By addressing concerns early, transition programs support students' overall wellbeing and help them navigate new environments with greater ease	Whole school
Prevention	Small school network	Through regular events and networking across schools within the local Small Schools Network provides an opportunity to share resources, expertise, and ideas. Collaboration on joint events and programs, schools provides students with a wider range of experiences and opportunities. This partnership fosters a sense of community, encourages learning from peers, and helps build stronger connections between students and staff across schools.	Students K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	Strong family / community connections	Engaging parent involvement in annual school events, promotion of P&C, participation in wider community events such as Harvest Festival and The Country Fair as well as encouraging community input and participation in whole school initiatives such as Gardening Club.	Whole school
Prevention	National Student Wellbeing Program	Funding for this Commonwealth Government initiative is used to engage a school chaplain who works to support the wellbeing of students and the broader school community through the provision wellbeing support and various school specific initiatives.	Whole school
Prevention / targeted intervention	Lunch groups	Lunch clubs, such as games groups, art club, and gardening club, offer students a safe and supportive space to engage in activities they enjoy. By actively involving students in the decision-making process regarding the activities offered, these clubs promote a sense of ownership and ensure the programs reflect their interests. This approach encourages positive social interactions and provides a safe space for students to feel involved and included.	Whole school
Prevention	Communication	Effective communication with parents and the wider community plays a key role in improving students' wellbeing and fostering a positive school environment. Through the use of social media platforms, submissions to the local newspaper, weekly communication cards, and parent-teacher interviews families are regularly informed and involved in their child's progress. Platforms like Sentral also provide easy access to important information, while the promotion of weekly "Star Student" highlights achievements, boosting student confidence and creating a sense of pride in the school. These connections strengthen the school community and encourage a positive, collaborative approach to student success.	Whole school, community and families
Prevention	Positive behaviour reinforcement/ rewards	Rewards such as morning Wally Tokens, the Kids Kitchen draw, tokens for positive behaviour, and the Wally Shop help reinforce and encourage positive behaviour by providing students with tangible incentives for their actions. These rewards motivate students to consistently make positive choices, creating a	Whole school

Care Continuum	Strategy or Program	Details	Audience
		sense of achievement and recognition. By offering a variety of rewards, students are more likely to engage in desired behaviours, which in turn fosters a positive, respectful, and focused learning environment.	
<b>Prevention</b>	Attendance	Promotion of regular school attendance is a regular focus. Initiatives such as class attendance awards, Top 5 attendance prizes, daily Wally tokens, and classroom races are implemented and regularly referred to. Communication on the importance of attendance is delivered regularly to the community and	Whole school and families
<b>Prevention / targeted intervention</b>	Consistent classroom practice	Consistent classroom practices across all classes creates a predictable and supportive learning environment. Tools like the Classroom Behaviour Flowchart help ensure clear expectations and consistent responses to student behaviour, while the use of visuals and routine timetables supports students in understanding daily expectations. This consistency fosters a sense of security and helps students stay engaged, contributing to positive behaviour and a more effective learning experience.	Whole school, teachers
<b>Prevention</b>	PBL	Utilising Positive Behaviour for Learning (PBL) as a school-wide framework to teach and reinforce positive behaviours. Through the setting of clear expectations and consistently acknowledging good behaviour, the school's values of Safety, personal best and respect are encouraged. A positive school culture, improved student behaviour and academic success is fostered.	Whole school, teachers
<b>Early / targeted intervention</b>	HSLO	Work with our HSLO is done to track and analyse both individual student data and school patterns, offering support and assistance to students and families when and where needed.	Principal, individual students, families
<b>Targeted / individual intervention</b>	School learning and support	Provides support for students who need personalised learning and support.	Principal, individual students K - 6, families

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	Integration Funding Support	Individual Funding Support is provided by the NSW Department of Education so that students will be supported in their mainstream classroom. If a student qualifies for IFS, these funds will be used to plan additional resources to provide adjustments to personalise learning and support. This may include an extra teacher and/or school learning support officer if this is the most appropriate resource.	
Targeted / individual intervention	Classroom and playground support	School Learning Support Officer/s allocated with purpose to support the positive engagement of students in the classroom and playgrounds. Targeted support may be provided to students in the classroom to address areas of academic and social need and in the playground to support positive play.	Individual students
Targeted / individual intervention	Individual behaviour management	Strategies for students with highly complex and challenging behaviours require individual assessment, implementation, monitoring and review. Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans. When needed these plans are developed in collaboration with parents and other department staff. Our system supports students to maintain positive behaviour and make progress towards the goals in their individual behaviour plans.	Individual students, staff and families

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

### 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.

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

- directly observing a child or young person’s behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through a school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

### **Preventing and responding to behaviours of concern**

Central Mangrove 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.



Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour.	Targeted/Individualised Responses to behaviours of concern.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</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. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</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. Principal/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> <li>• free and frequent</li> <li>• moderate and intermittent</li> <li>• significant and infrequent</li> </ul> <p>Intermittent and infrequent reinforcers are recorded on the centralised recording system.</p>	<p>3. Use direct responses e.g. Rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.</p>	<p>3. Principal collects information and review the incident from multiple perspectives and determine next steps. Principal records the incident on the centralised recording system and contact parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs (Second Step) are taught weekly</p>	<p>4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations.</p>	<p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful.</p> <p>In some cases, individual planning and referral to LST may be discussed.</p>	<p>Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.</p>

## Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. 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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

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

## Detention, reflection and restorative practices

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

Action	When and how long?	Who coordinates?	How are these recorded?
<b>Reflection conversation (problem-solving)</b> – What happened, what did you do, and what could you do instead next time.	Class time and break times as required	Teacher/ principal	Documents scanned and attached to specific incident/s in Sentral.

## Review dates

Last review date: Thursday 6 February 2025 (Week 1, Term 1 2025)

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