

Maimuru Public School

School Behaviour Support and Management Plan

Overview

Maimuru Public School a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school strives for excellence in an inclusive environment where every student maximises their potential through a diverse range of differentiated learning opportunities to achieve positive learning and well-being outcomes.

Staff at Maimuru Public School are dedicated and have high levels of experience and expertise. The school's executive team lead rigorous school planning through collaboration and in consultation with all stakeholders to enable all students to connect, succeed and thrive at each stage of their development and learning. Classroom teachers deliver NSW Education Standard Authority's (NESA) quality-assured curriculum through syllabus implementation and explicit teaching of content such as personal development and health. Maimuru Public School's invaluable non-teaching staff share the school's values and support the delivery of individualised, small group, and whole class targeted programs to students.

Maimuru Public School participates in ongoing professional learning surrounding behaviour and wellbeing and that is differentiated to meet the needs of all students. In an aspirational and high-expectations culture, Maimuru Public School staff engage in professional and courteous dialogue with all members of the whole- school community.

Partnership with parents and carers

Maimuru Public School has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. The Community Charter is visibly displayed, shared and accessible to staff, families, and community visitors.

Parent and carer voice is represented by a committed and passionate Parent & Citizen Committee (P&C), who meet regularly to liaise with the school to support continuous improvement of student's educational experiences.

Maimuru Public School communicates student behaviour expectations to parents/carers through the school newsletter, P&C meetings, School Bytes, the school's social media platforms, 3-way interviews, and other determined meetings. Our school proactively builds collaborative relationships with families and the community to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide expectations and rules

Maimuru Public School stays up to date with the Department of Education's (DoE) policies, expectations and recommendations for providing a safe school for students to connect, succeed and thrive. Maimuru Public School has a strong consultation ethos, involving staff, student, and parent voice.

Maimuru Public School aspires to embed a school-wide and data-informed approach to support student wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

Respectful	Safe	Learner
Listen to and follow instructions	Hands and feet to yourself	Ask for help
Use appropriate language	Right place, right time	Work together
Share and take turns	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

Maimuru 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 both school-wide and 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	Peer Support	Internally planned and prepared leadership program with an emphasis on student voice. It empowers students with the skills and relationships to be supported to navigate life's ups and downs.	All students, staff

Care Continuum	Strategy or Program	Details	Audience
Prevention/Early intervention/targeted intervention/individual intervention	Grow Your Mind	Grow Your Mind builds resilience and supports respectful relationships and consent education. Grow Your Mind is available as a quality-assured program in the NSW Department of Education's Student Wellbeing external programs catalogue.	All students, families, staff
	School values and behaviour expectations	Both planned and needs based values in line with the Department of Education's (DoE's) and the school's expectations is delivered through explicit teaching and is aligned to curriculum content and syllabus outcomes.	All students, staff
Prevention/Early intervention	Australian e-Safety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students, families, staff
	Life Education (Healthy Harold)	Life Ed offers 12 purpose built, issue specific and age-appropriate primary school modules delivered face-to-face and cover a range of topics across the areas of physical health, safety and social and emotional wellbeing.	Students, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, families, principal, LaST
	Learning and support team (LaST)	Provides support for students who need personalised learning and support.	Principal, individual students, families
	Nationally Consistent Collection of Data (NCCD)	Staff annually collect information about students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.	Principal, individual students, families
Individual intervention	Individual Behaviour	Planning is done in collaboration with the student and their family with support	Individual students,

Care Continuum	Strategy or Program	Details	Audience
	Support Planning	from Team Around a School where needed. This can include individual behaviour support and risk management plans.	families, staff

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

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Maimuru 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 year advisor 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

Maimuru 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:

- frequent intrinsically motivated feedback – 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.
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.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback	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. Incident review and planning is scheduled for a later time determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: <ul style="list-style-type: none"> • frequent intrinsically motivated feedback • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording 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 a low-level consequence is applied.	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.
4. All social-emotional learning programs (Grow Your Mind) are taught fortnightly.	4. Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	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.
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.

Teacher contacts parents by phone or email when a range of corrective responses have not been successful.

In some cases, individual planning and referral to LST may be discussed.

Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.

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.

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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](#).

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?
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 record system

Review dates

Last review date: Monday, 3rd February: Day 1, Term 1, 2025

Next review date: Monday, 13th October: Day 1, Term 4, 2025]