

Moonbi Public School School Behaviour Support and Management Plan

Overview

Moonbi Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our goal is to ensure that all of our students are safe, respectful learners in a setting where everyone feels safe, valued and cared for every day. We believe that with positive behaviour support, targeted intervention and restorative practices we can support the needs of all of our students.

Our school has a strong restorative practice program, where our students are encouraged to be engaging in green behaviours. Disruptive behaviours are in either the orange or the red zones. Students are explicitly taught to distinguish between green, orange and red behaviours, and have a clear understanding of the schools expectations.

To support our behaviour expectations, students social skills and understanding are supported through the delivery of the Worry Woos program, which focus upon students social and emotional wellbeing. We run targeted social programs, such as the social drumming sessions in partnership with the Opportunity Hub. Where required, we run sessions such as Seasons of Growth, to supports students through grief and trauma.

Partnership with parents and carers

Moonbi Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by engaging parents and carers in restorative practices and rewarding positive behaviours.

We collaborate with the school community to develop strong expectations via the Tell Them From Me survey, informal surveys, P&C meetings, parent teacher meetings and information sessions.

Moonbi Public School will communicate these expectations to parents/carers through assemblies, newsletters, P&C meetings and individual parent meetings.

School-wide expectations and rules

Respectful	Responsible	Resilient
Value the differences in those around you	Be ready to learn	Be brave- mistakes are ok!
Speak kindly and appropriately	Be on time	Reflect to learn
Work together	Be safe	Persist
Allow everyone to learn safely	Be understanding	Be your best you.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Green Days	Students are supported to understand how to behave in a positive, respectful manner at school. Students are rewarded daily and termly for positive behaviours.	Students, parents.
	Social/emotional support	Students work with teachers to set learning goals, building strong relationships.	Students, teachers.
	High quality differentiated programs	Student learning is expertly differentiated across all areas of learning, ensuring that all student learning needs are being met.	Students, teachers
	Classroom management	All students have access to support to help them reset or reregulate if required. These include time out cards and timers, with pre identified safe spaces for reflecting.	Students, teachers
Early Intervention	Classroom management	Communication books with parents	Students, teachers, parents
	Classroom management	Explicit teaching of behaviour skills	Students, teachers
	Classroom management	Brain Breaks, including fruit break	Students, teachers
	Classroom management	eSafety commissioner webinars	Students, teachers
Targeted intervention	Classroom management	Transition strategies- from one activity to another.	Chaplain, students
	Modified goals	Goals include behaviour goals, with clear steps and clear understanding of the steps required to achieve the goal.	Students, teachers
	Transition to kindergarten	Support for students to settle well into school.	Students, teachers

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual plan	Teacher, principal, parents, student and relevant support staff collaborate to develop individual plan	Students, teachers

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

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
Behaviour expectations are explicitly taught and reflected upon regularly. All staff model the behaviour expectations, and provide students with opportunities to practice positive behaviours.	Students have consistent school wide expectations for behaviour. When students begin to behave outside of the expected behaviours, they are redirected to the appropriate behaviour. If the behaviour continues, students will receive an Orange- where they work with the teacher during play time to reflect on their behaviour and identify better choices. 3 oranges in a five week period equal a red.	Students receive a Red day and are referred to the principal. Parents are notified that day. Depending on the behaviour, a student may enter into a behaviour contract. Physical aggression, targeted bullying and verbal aggression (including targeted swearing) may be dealt with using the suspension and expulsion policy.
Feedback around behaviour includes positive and constructive feedback. Students have a “Green Day” chart, where they have the opportunity to reflect on their behaviour and identify choices that they made over the day.	Students are redirected to green behaviours, and focussed on their Green Day chart to reinforce the making of strong choices.	Students who are receiving multiple orange days are referred to learning support, and may enter into a five week behaviour plan. During that time, the student checks in with their teacher 3 times per day, and checks in with their parent each evening. Principal may consider risk assessments and a formal warning of suspension.
Students engage regularly with the eSafety Commissioner and the Tamworth Police to ensure a strong understanding of what cyberbullying is and what to do if you find yourself victim of cyber bullying. Information for parents is regularly shared via our newsletter and social media platforms.	Minor incidents of cyberbullying are referred to the students parents, with notifications made in Sentral. School executive work with impacted students to resolve behaviours.	Ongoing cyberbullying is referred to the eSafety commissioner and the police.

Student behaviour expectations are supported through the explicit teaching of strategies to support their social and emotional wellbeing through the Worry Woos program.	Concerning behaviours or incidents are logged by all staff on Sentral, and monitored regularly.	Teachers refer students back to green behaviour, or lessons learnt from Worry Woos. Referrals may be made to the school counsellor.
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Responses to serious behaviours of concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded in the schools Sentral system. These may include:

- Review and document incident
- Determine responses, including for students, staff and parents.
- Refer to learning support team.
- Welfare concerns
- Development of individual learning plans, risk assessments and behaviour plans
- Information to inform teaching and learning, especially in PDHPE lessons.
- Communications with parents and carers
- Formal cautions to suspend

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 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

[Include information about food and toilet breaks and the maximum length of time appropriate to the age/developmental level of the student]

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time out of play	Up to 5 mins	Classroom teacher	Informal

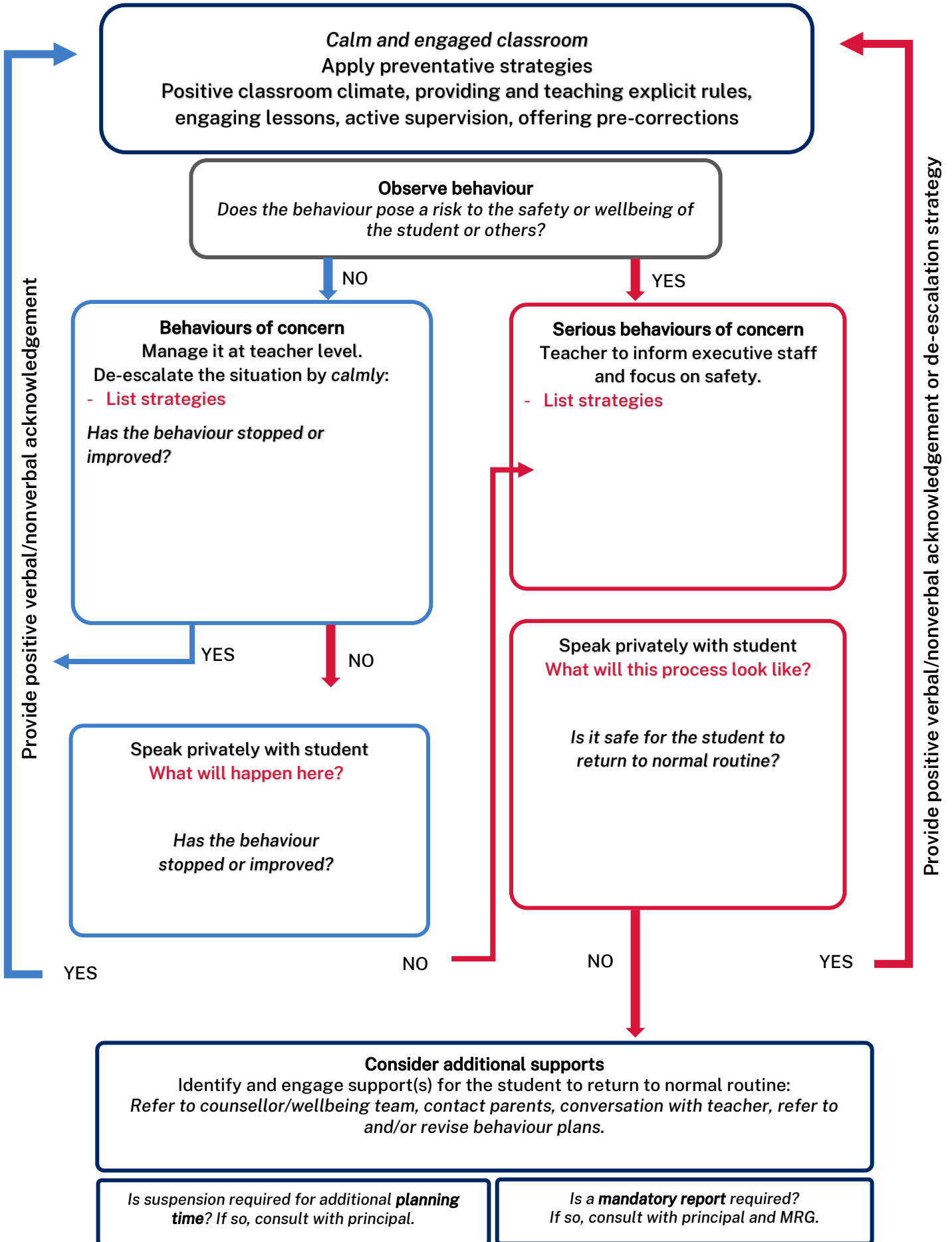
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection	30 Minutes	Classroom teacher	Recorded on behaviour chart, with relection sheet uploaded to Sentral.
Behaviour plan	5 weeks	Principal/Classroom teacher	Sentral, individual behaviour plan

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

