NSW Department of Education

Milperra Public School Behaviour Support and Management Plan

Overview

At Milperra Public School, we are dedicated to fostering a positive, inclusive environment that supports the educational, emotional, and social development of every student. Our vision is to nurture well-rounded, confident, and responsible individuals who aspire to reach their full potential in a happy, safe, and supportive learning atmosphere. In alignment with this vision, we are committed to the explicit teaching and modelling of positive behaviour, ensuring that all students are engaged in learning and supported in their journey.

Our Behaviour and Support Management Plan is rooted in the principles of positive behaviour support, trauma-informed practices, and social-emotional learning. Through this plan, we aim to inspire every child to participate positively in the school community and beyond, fostering a sense of belonging, respect, and resilience. We place a strong focus on developing safe, respectful learners by promoting excellence, opportunity, and success for every student, every day.

To support this vision, our strategic priorities include:

- Updating the whole-school approach to wellbeing, ensuring ongoing monitoring, analysis, and evaluation of student behaviour, attendance, wellbeing, and learning.

- Positive Behaviour for Learning Practices

- Restorative Practices - encouraging behaviour that is supportive and respectful.

- Engaging students through regularly updated Personal Learning and Support Plans (PLSPs) aligned with the Wellbeing Framework.

- Embedding differentiated and targeted support for wellbeing and engagement into practice, with regular review and adjustment of strategies. (Social and Emotional Learning)

This plan provides clear guidance to staff, students, and parents/carers on our school expectations and the processes for encouraging positive behaviour, recognising student achievements, and managing behaviour. Milperra Public School rejects all forms of bullying and is committed to fostering a respectful, inclusive, and supportive community. Our approach ensures the wellbeing, safety, and inclusion of all, empowering students to succeed.

Key programs central to our approach include:

- Healthy Heads, Healthy Hearts: A program promoting mental and physical wellbeing by applying the latest brain research to improve behaviour and learning.

-Growth Mindset: A program to explicitly teach students about the differences between a fixed mindset and a growth mindset, helping them understand that abilities can be developed through effort and learning.

These programs aim to enhance mental health, prevent bullying, and build a school environment where students can thrive academically, socially, and emotionally. Our school's commitment to these initiatives ensures that every child is supported to engage in learning with joy and success.

Partnership with parents and carers

At Milperra Public School, we are committed to building strong partnerships with parents and carers to support the development, wellbeing, and success of every student. We believe that effective collaboration with families is essential in fostering positive behaviour, engagement, and a safe learning environment.

Milperra Public School will partner with parents and carers by:

- Inviting feedback from parents, carers, and students through both formal and informal methods, such as Tell Them From Me surveys, school surveys, consultation with the P&C and the local AECG.
- Using concerns raised through the complaints process to review and refine our school systems, data, and practices to ensure continuous improvement.
- Collaborating with families to support positive student behaviour by maintaining open lines of communication and offering guidance on strategies that can be used both at home and school to reinforce positive behaviour choices and emotional wellbeing.
- Designing Individual Behaviour Management Plans and Personalised Learning & Support Plans in direct consultation with parents/ carers.

We will communicate our expectations and updates regarding student behaviour management and anti-bullying strategies through regular channels, including the school newsletter and website. By proactively building collaborative relationships with families and the wider community, we aim to foster a shared understanding of how best to support student learning, safety, and wellbeing.

School-wide expectations and rules

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

Respectful	Safe	Learners
Be kind and value others	Be safe	Be ready to learn
Follow your teacher's instructions	Act safely at all times	Help other students to learn
Respect each other and your school	Think before doing	Overcome challenges
Be honest and courteous	Encourage others to act safely	Always do your best 'aim high'
Learn to communicate appropriately	Resolve conflict peacefully	Join with us in celebrating your achievements.

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

Our 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	Positive Behaviour and Social Emotional Learning Lessons	Weekly explicit teaching and modelling of specific skills including behaviour expectations, social skills and social-emotional regulation aligned to the Behaviour Code for Students and the Personal and Social Capabilities continuum.	All students
Prevention	Healthy Heads, Healthy Hearts (MindUP)	Healthy Heads, Healthy Hearts was developed based on MindUP. MindUP program is an evidence-based social and emotional learning program grounded in neuroscience. The MIndUP curriculum builds awareness and skills to increase prosocial behaviour, executive functioning and social and emotional competence in children and young people from ages 3 to 14. MindUP teaches children and young people how to focus their attention, use brain breaks to	All students

Care Continuum	Strategy or Program	Details	Audience
		manage stress, act with empathy and build resilience in the face of challenge. This will be incorporated into fortnightly assemblies.	
Prevention	Growth Mindset	At our school, we are dedicated to instilling a growth mindset in our students by cultivating a supportive learning environment that emphasises persistence, resilience, and a genuine love for learning. Our educators actively model a growth mindset, sharing their own experiences with challenges and demonstrating that setbacks can be overcome through effort and determination. We encourage students to embrace challenges by setting ambitious personal goals that motivate them to step outside their comfort zones. Our approach to feedback focuses on the strategies and processes used in their work, rather than just the results. This helps students understand their potential for growth and improvement. We also prioritise fostering a collaborative classroom community, where students feel empowered to share their challenges and celebrate each other's successes. By creating this supportive atmosphere, we reinforce the idea that learning is a shared journey.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year through Bully Zero.	Staff, students K-6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention	Professional Learning	Ongoing professional learning around Trauma Informed Practices, Restorative Practices, Classroom Management, and Understanding Behaviour for all staff annually.	All staff
Prevention / Early Intervention	Positive Behaviour - Classroom Systems of Support	Positive Behaviour Schoolwide and classroom systems of support to contribute to developing a positive, safe and supportive learning culture. ● Positive Classroom relationships ● Calm and inviting classroom environment ● Active supervision	All students

Care Continuum	Strategy or Program	Details	Audience
		• Clear and consistent school wide values and expectations • Tangible and intangible positive recognition systems • Opportunities for student choice and voice Clear and consistent classroom routines and procedures for addressing minor negative behaviours	
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. 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
Early Intervention	BRAVE Program	The BRAVE Program is an online program for the treatment of anxiety in young people. It was developed by a team of researchers from the University of Queensland, Griffith University and the University of Southern Queensland, and has been specifically designed to teach young people the skills they need to reduce anxiety and to cope with stressful situations	Individual students K - 6
Early Intervention	Peer Mediator Program	The purpose of the Peer Mediator program is to empower Stage 3 students to take on leadership roles in resolving conflicts and fostering a positive social environment on the playground. By training students in conflict resolution skills, the program equips them to support their peers in navigating disagreements, promoting understanding and cooperation among classmates. Additionally, the program addresses social inclusion by providing support to students who may feel isolated or have nobody to play with. Peer Mediators actively engage with these students, encouraging them to participate in games and activities, thereby helping to build friendships and a sense of belonging within the school community.	
Targeted / Individual intervention	Learning and Support and SLSOs	The LST works with teachers, students and families to support students who require personalised learning and support.	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / individual intervention	Attendance support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
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, LAST, AP

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. See Appendix 1.

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

- directly observing a student'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 the 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

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use 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.

- **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.
- Corrective responses are recorded on Behaviour / wellbeing ITD system. These include:

Classroom	Non-classroom setting
• rule reminder • re-direct • offer choice • error correction • prompts • reteach • seat change • stay in at break to discuss/ complete work • conference • reflection and restorative practices • communication with parent/carer.	• rule reminder • re-direct • offer choice • error correction • prompts • reteach • play or playground re-direction • walk with teacher • reflection and restorative practices • communication with parent/carer.

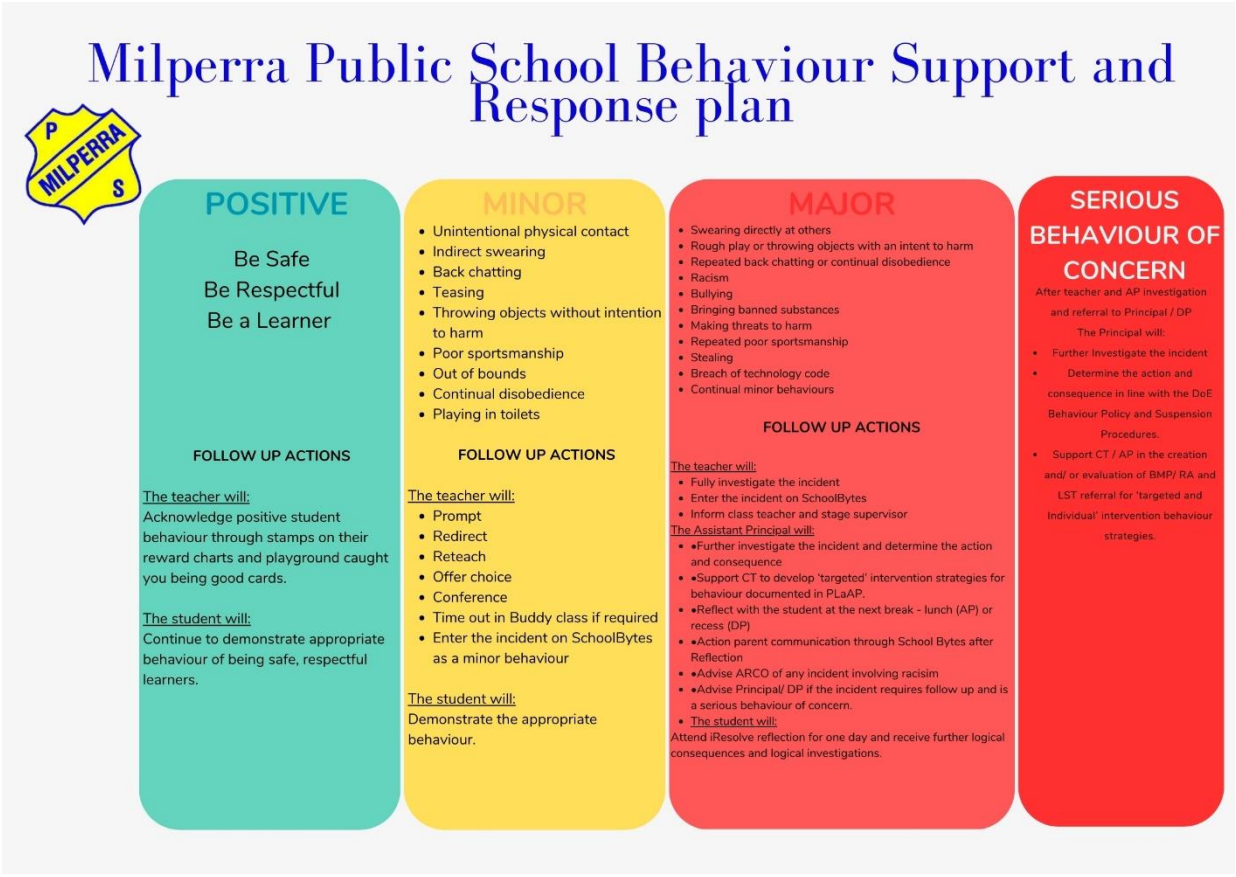
Milperra Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

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 freedom. 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.

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.



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
1. Behaviour expectations are taught and referred to regularly. Teachers 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. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.
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. 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 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 ITD 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 fortnightly.	4. Teacher records on Behaviour / wellbeing ITD 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 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 Behaviour / wellbeing ITD 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 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 at the eSafety Guide.

Detention, reflection and restorative practices

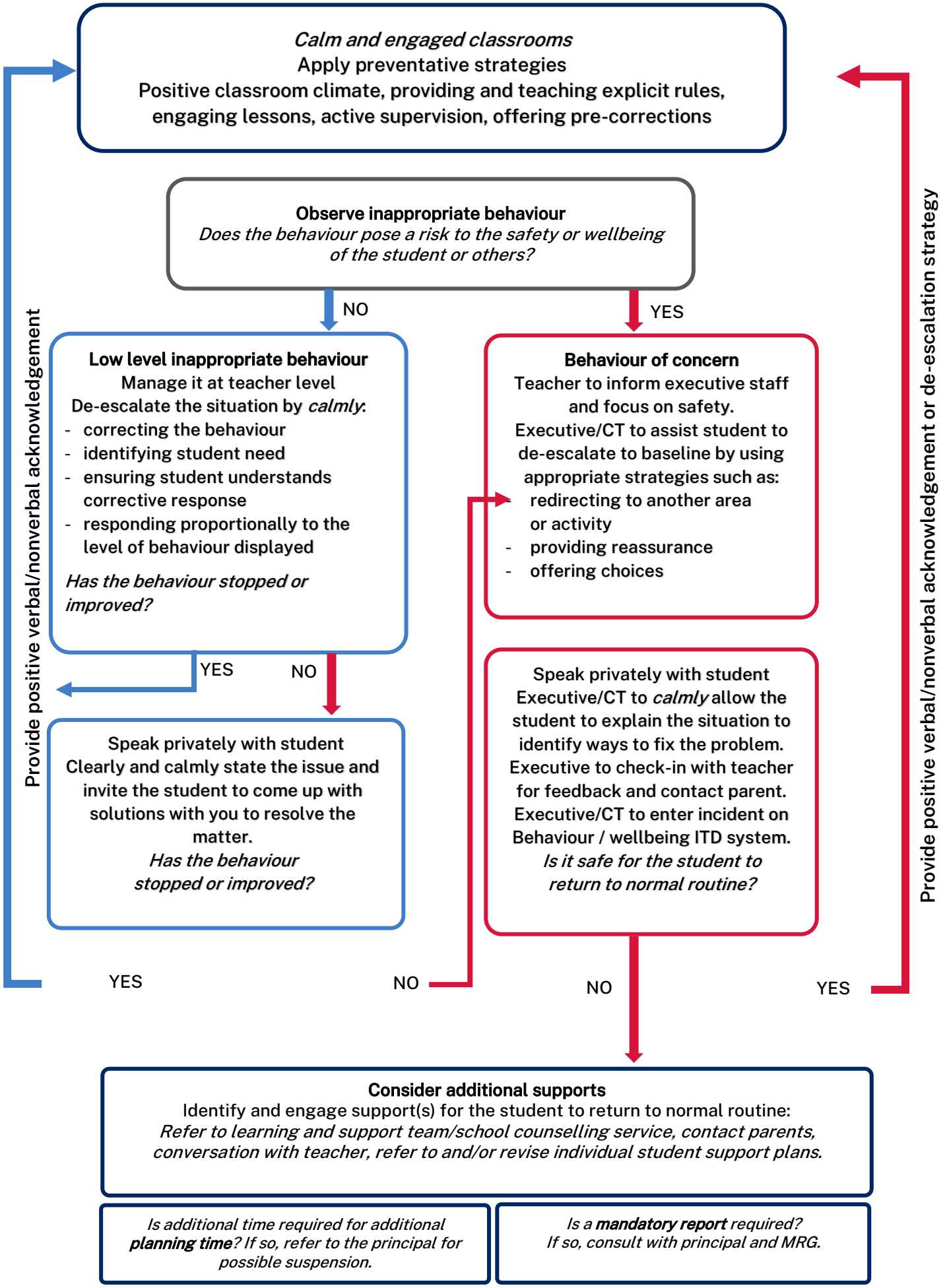
Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time In/Safe Pass The Safe Pass/Time In intervention is a supportive strategy designed to assist students who may feel overwhelmed or anxious during the school day. By assigning each student a nominated teacher to visit when they need a break or reset, this approach fosters a safe and trusting environment. Students benefit from the emotional support of a trusted adult, enabling them to express their feelings and navigate challenges more effectively.	10 minutes as required	Class Teachers/ Designated Staff member	Documented on School Bytes
Time Out Students who demonstrate ongoing Minor Negative Behaviours during learning time are referred to the Stage Assistant Principal for Time Out after opportunities to prompt, redirect and reteach have been attempted. Students reflect on the incident and work with staff to plan for improved student behaviour.	10 minutes as required	Assistant Principal & Class Teachers	Incidents recorded on School Bytes Families are emailed a notification of the incident. Follow up notes recorded on School Bytes
iResolve – a structured age-appropriate debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection). See appendix. Copy sent home. Students who demonstrate Major Negative Behaviours are referred to the Stage Assistant Principal and then to an iResolve. Students participate in restorative conversations around behaviour, reflect on the incident and work with staff to plan for improved student behaviour.	Next day at lunch break- first half only Students access bathroom before and after the Reflection	Assistant Principal- parents informed via phone call and letter	Documented in School Bytes Assistant Principal documents restorative conversation notes and plans for improved behaviour in consultation with students on School Bytes.

Last review date: [January: Day 1, Term 1, 2025]

Next review date: [January: Day 1, Term 1, 2025]

Appendix 1: Behaviour management flowchart



Appendix 2 Bullying Response Flowchart

The following flowchart explains the actions Milperra Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Appendix 3 iResolve Reflections

iResolve for: _____

What was your negative behaviour choice?

I wasn't being safe

I wasn't being respectful

I wasn't being a learner

It made _____ feel:

Worried	Sad	Frustrated	Scared	Angry

Next time I can choose to...

Have safe feet	Have safe hands	Use kind words	Use a safe mouth	Ask for a break
Say "I need space"	Say "please stop"	Follow directions	Stay in my work area	Ask for help

When I make positive choices like that....

Others will want to be with me	Others will feel good around me	Others will want to play with me	People will know that I am kind	I will feel proud of myself

i Resolve for: _____

What was your negative behaviour choice?

I wasn't being safe ☐	I wasn't being respectful ☐	I wasn't being a learner ☐

What were you feeling?

Sad	Frustrated	Confused	Scared	Angry

What did you want?

Attention ☐	To cause a problem ☐	Control ☐	To get out of work ☐
To challenge a teacher ☐	To get even or revenge ☐	To talk to a teacher ☐	Other: ☐

How did your behaviour make people feel?

Happy ☐	Sad ☐	Confused ☐	Angry ☐
Scared ☐	Unsafe ☐	Worried ☐	Frustrated ☐

Did you try to use a coping strategy? Yes ☐ No ☐

If yes, circle which one you tried. If no, which one could you have tried?

Take 3 deep breaths ☐	Ignore ☐	Count backwards ☐
Self-talk ☐	Do something else ☐	Think calm thoughts ☐
Count backwards ☐	Move elsewhere ☐	Chill & take a break ☐

What do you need to do now to correct the problem?

Say sorry ☐	Clean up ☐	Complete work ☐
Make a plan ☐	Problem solve ☐	Do something nice ☐

iResolve for: _____

You weren't safe ❑	You weren't respectful ❑	You weren't a learner ❑
How?	How?	How?

What could you have done differently to avoid a consequence?

e.g. spoken to teacher, asked a friend for help, followed instructions

_____

_____

_____

_____

_____

How can you resolve the situation now?

e.g. verbal apology, written apology, change behaviour in next lesson

_____

_____

_____

_____

_____

When possible, you must apologise to the person you have disrespected. Think about how your actions have impacted them and how you can apologise in a mature and respectful way. A teacher can practise this with you before you leave.

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Restorative practice conversation scaffold

Restorative practice conversations provide a safe space for students to fix their mistakes and return to the group strengthened. Students learn how to get what they need using effective approaches to build and maintain positive relationships. When using restorative practice conversations teachers need to scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensure that the type of restitution agreed upon is logically related to the mistakes made.

The scaffold

Tell the story

- What happened?
- What did you want? (identify the need)
- Is it ok to want _____? (validate the need)
- Did what you do work for you? (behaviour)
- What do we believe at school about _____ (behaviour)?
- Do you believe in that rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

Explore the harm

- Who has been affected by this behaviour? In what ways?

Repair the harm

- Are you willing to solve the problem with _____?
- What could you do to fix the problem with _____?
- What else could you do?

Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with _____?

Follow-up/monitoring

- When would be a good time to check in with ou to see that you have fixed the problem with _____ and you are doing what we agreed?
- How are you feeling now?

References

Diane Gossen – Restitution
Hopkins, B., & Masters, G. (2003). Just Schools: A whole-school approach to restorative justice. Anthenaeum Press.
New Zealand Ministry of Education, (2014). Restorative Practice KETE Book 2. https://pb4l.tki.org.nz/PB4L-Restorative-Practice.

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Restorative practice apology

Sentence starters

The first step is knowing that conflict is normal, and when it is managed positively it can lead to constructive changes and opportunities to learn. Explicitly teaching students to develop and refine skills that communicate remorse is a great next step. In other words, teach them the power of an apology.

Explicitly teach students how to offer an apology

- I apologise for _____
- I can see that I upset you by _____ and I am sorry.
- I realise that what I did made you feel ____ and I am sorry for making you feel ____.
- I am truly sorry that I did this. I want to make things better. Tell me how I can do that.
- In the future I will _____.

Explicitly teach students what not to do when offering an apology

- Make an excuse, for example 'I was just having a bad day'.
- Exaggerate or blame someone else.
- Take responsibility for something that you truly did not do.
- Expect immediate forgiveness. Sometimes feelings can take time to recover.
- Look at the ground or face away from the person. While you do not necessarily have to look the other person in the eyes, pay attention to body language. If your body language is closed and angry the apology will not likely be seen as genuine.

Explicitly teach students to accept an apology

- Because I know you will not do this again, I accept your apology.
- I'll accept your apology because _____
- Because you know that _____ made me feel _____, I accept your apology.
- Because you know that _____ hurt me by _____, I accept your apology.