

# School Behaviour Support & Management Plan



## Overview

Mosman Public School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. We do this by implementing the Positive Behaviour for Learning (PBL) framework.

PBL is a comprehensive, integrated whole-school approach to student well-being and behaviour. It is a process that supports positive learning environments that enable student learning and well-being.

PBL is based on a three-tiered continuum of prevention and intervention:

- **Tier 1** - Universal prevention: school-wide and classroom systems for all students, staff and settings.
- **Tier 2** - Targeted interventions: small group systems for students at-risk behaviourally and academically.
- **Tier 3** - Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

Further information is available at the PBL website: <https://pbl.schools.nsw.gov.au/>

## Partnership with parents/carers

Parents and carers play an important role in the school community. [The School Community Charter](#) informs parents and carers about how to engage with NSW public schools.

Mosman Public School is a positive learning environment, where we pride ourselves on clear, timely and informative communication with parents and carers about student progress, programs, initiatives and school announcements.

Regular detailed communication and updates are provided to the school community at termly P&C Meetings, the weekly school newsletter and our main communication platform - School Bytes. The **Contacting the school ~ a guide for parents** outlines the channels of communication for parents to follow to discuss questions of concerns pertaining to student wellbeing, policies, procedures and school activities.

We also regularly ask for feedback through surveys and regular meetings with parents, and we provide detailed information regarding policies and programs through various opportunities such as termly curriculum overviews, P&C meetings, parent teacher meetings and parent workshops.

Parents and carers are regularly encouraged to contact their child's teacher or a member of the school Executive if they wish to discuss their child's wellbeing, social or learning needs.

<https://mosman-p.schools.nsw.gov.au/>

# School expectations



## Mosman Public School - Student Expectation Matrix



	All Settings	Classroom / Music Room / Computer Room	Playground	Toilet	Walkways & Lines	Canteen	Hall	Office Area	Buses & After School Care	Incursions/ Excursions	Library
Respectful	<ul style="list-style-type: none"> <li>* Be <u>kind</u>, caring and polite</li> <li>*<u>Include</u> others and celebrate diversity</li> <li>* Show <u>pride</u> in yourself and your school</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners and inside voices</li> <li>*Follow teacher instructions</li> <li>*Use the 5Ls (look, listen, lips, legs, laps)</li> </ul>	<ul style="list-style-type: none"> <li>*Follow instructions &amp; rosters</li> <li>*Share equipment &amp; space</li> <li>*Be considerate &amp; include others</li> </ul>	<ul style="list-style-type: none"> <li>*Respect others' privacy</li> <li>*Keep toilets clean</li> <li>*Use soap and toilet paper appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Move quietly and safely</li> <li>*Follow teacher instructions</li> <li>*Sit quietly in lines</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners</li> <li>*Be patient and wait for your turn</li> <li>*Return canteen lunch tubs to the canteen</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners</li> <li>*Use the 5Ls (look, listen, lips, legs, laps)</li> <li>*Applaud and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners</li> <li>*Listen and respond appropriately</li> <li>*Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners</li> <li>*Listen to staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners</li> <li>*Respect teachers, parent helpers and guides</li> <li>*Be an ambassador for the school</li> </ul>	<ul style="list-style-type: none"> <li>*Use <u>polite</u> manners and inside voices</li> <li>*Follow teacher instructions</li> <li>*Use the 5Ls (look, listen, lips, legs, laps)</li> <li>*Treat books with care</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>*<u>Care</u> for personal belongings and school environment</li> <li>*Own and be <u>accountable</u> for your choices and actions</li> <li>*<u>Work</u>, move and play <u>safely</u></li> <li>*<u>Encourage</u> others and be a positive role model</li> </ul>	<ul style="list-style-type: none"> <li>*Behave in a safe manner</li> <li>*Return items and tidy up after activities</li> <li>*Look after your own and school property</li> <li>*Accept Consequences</li> <li>*Abide by ICT – Responsible Usage Agreement</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in bounds</li> <li>*No hat, sit in the shade</li> <li>*Sit to eat</li> <li>*Keep the playground clean &amp; tidy</li> <li>*No hurting others</li> </ul>	<ul style="list-style-type: none"> <li>*Flush, wash and go</li> <li>*No food or drink</li> <li>*No play zone</li> </ul>	<ul style="list-style-type: none"> <li>*Walk in 2 lines, keeping to the left</li> <li>*Stay in bounds</li> <li>*Walk with a partner when out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, no running</li> <li>*Queue behind the painted lines</li> <li>*Only spend your own money</li> <li>*Buy and leave</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, no running</li> <li>*Only enter if a teacher is present</li> <li>*No food or drink</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, no running</li> <li>*Take a partner with you</li> <li>*Have permission to go to the office</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, no running</li> <li>*Care for your own belongings</li> <li>*Behave in a safe manner</li> </ul>	<ul style="list-style-type: none"> <li>*Follow instructions</li> <li>*Behave in a safe manner</li> <li>*Remember stranger danger &amp; stay with your buddy</li> </ul>	<ul style="list-style-type: none"> <li>*Walk, no running</li> <li>*Use books &amp; technology appropriately</li> <li>*No food or drink</li> </ul>
Learners	<ul style="list-style-type: none"> <li>*Be <u>resilient</u> and bounce back</li> <li>*<u>Embrace</u> opportunities and challenges</li> <li>*<u>Aspire</u> to do your personal best</li> <li>*Allow yourself and others to play and <u>learn</u></li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate initiative</li> <li>*Complete all tasks to the best of your ability</li> <li>*Work collaboratively and encourage others</li> <li>*No disruptive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>*Establish and follow game rules</li> <li>*Be a problem solver</li> <li>*Respond to the bells</li> </ul>	<ul style="list-style-type: none"> <li>*Use break times to go to the toilet</li> <li>*Tell the teacher if you see inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>*Set a good example to others</li> <li>*Be punctual</li> </ul>	<ul style="list-style-type: none"> <li>*Be familiar with canteen items and prices</li> <li>*Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>*Be an active listener</li> <li>*Participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>*Listen, then follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Board the correct bus</li> <li>*Arrive on time</li> <li>*Move promptly to designated bus area or After School Care room</li> </ul>	<ul style="list-style-type: none"> <li>*Actively participate</li> <li>*Work collaboratively</li> <li>*Communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>*Use the resources &amp; be a borrower</li> <li>*Work collaboratively</li> <li>*Communicate effectively</li> <li>*No disruptive behaviour</li> </ul>

## Behaviour code for students

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

Our students are expected to meet our high standards for respectful, safe and engaged behaviour as outlined in the [NSW Department of Education Behaviour Code for Students](#).

Students engage in lessons that explicitly teach behaviours that align with our 3 school expectations:

**RESPECTFUL**

**RESPONSIBLE**

**LEARNER**

# Whole School Approach across the care continuum

At Mosman Public School, we prioritise student wellbeing by integrating positive behaviour strategies and support systems throughout our entire care continuum. This proactive approach not only encourages positive behaviour but also effectively addresses any concerns, including racism, bullying and cyber-bullying.

Our strategies are grounded in evidence-based classroom practices that foster a vibrant learning environment and nurture respectful relationships. These foundational 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.*

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses. The following strategies are currently implemented across the school:

## On the playground:

- **Playground yellow (minor) and red (major) cards** - aim to capture patterns of inappropriate behaviour on the playground and provide a consistent and easy-to-use system for teachers to document and track student behaviour. Behaviours are recorded by classroom teachers and the wellbeing executives and are used to inform future learning.
- **Playground Caught You Being Good [CYBG] tokens** - are used in conjunction with behavioural slips to recognise students who consistently model positive behaviours based on our school's core values of Respectful, Responsible and Learner. In earning [CYBG] tokens, students are provided an opportunity for students to work towards winning the annual School Spirit Shield.

## Engaging student voice and advocacy

- **Year 6 leaders**- Year 6 Leaders lead discussions during a student led Peer Support program, organise and run assemblies, support students in the playground, while demonstrating shared expectations and visions for the future.
- **Senior Leadership program** - Year 6 leaders assist on the playground by helping students navigate playground situations. They look for students who are displaying our school's core values and present those students with tokens.
- **Buddy Benches** - are placed around our school playground to provide students with a place to retreat to when they feel alone, left out or in need of a friend. They create a space where students can have a conversation with their peers and teachers.

### In the classroom:

- **Data-informed MBC lessons** - explicitly teach behaviours that align with our three core values.
- **Caught You Being Good [CYBG] tokens** - students work towards gaining house points under each core value to obtain the annual School Spirit Shield.
- **Classroom yellow and red cards** - classroom yellow and red cards are used to document and track inappropriate behaviours that occur in the classroom. This information is used by the Executive Wellbeing team to develop data informed lessons that explicitly teach behaviour expectations in a classroom setting.

### Recognition / Awards:

- **School Expectation Awards** - are presented to one student in each class at our weekly Friday afternoon stage assemblies. Students are recognised by their classroom teacher for their efforts and commitment to displaying our core values of being a Respectful Responsible Learner.
- **Principals Attendance Award** – Students with outstanding attendance each term receive an award and have their name printed in the Whaler for Terms 1, 2 and 3. Students who have earned the Principal's Attendance Award in all 4 terms receive a certificate at the afternoon tea with the Principal (current school captains to help host) to be held in the last week of Term 4.
- **Bluey the Whale** - The school mascot, Bluey the Whale is to be presented to classes (Kindergarten, Stage 1, Stage 2 and Stage 3) at lines each Friday the class that consistently demonstrated the expectations when lining up.
- **Caught You Being Good [CYBG] tokens** - At the end of each term, the winning house is awarded a mufti day.
- **End of year class Expectation Awards** - At the annual RRL Presentation Day Assembly 3 students from each class to receive RRL certificate for consistently modelling positive behaviours based on our school's core values of Respectful, Responsible and Learner.

Students may require different types of intervention delivered in different ways along a continuum of care - from prevention to intensive individual support to best meet their needs. The continuum of care includes interventions for:

- *all students - creating a safe and respectful learning environment*
- *some students - providing early intervention and targeted support for students at risk of developing negative behaviours*
- *a few students - supporting students with complex and challenging behaviour needs through intense, individual interventions.*

The care continuum is a whole-school system that can assist schools in adopting a prevention-focused approach and help to address the full spectrum of student needs including: **prevention; early intervention; targeted intervention; and individual intervention.**

There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

The table below outlines Mosman Public School's specific whole-school and targeted programs and strategies that support student behaviour at each stage of the care continuum:

Care Continuum	Strategies / Programs	Details
<p><b>Prevention:</b> <i>Whole-school prevention approaches aim to establish and maintain safe, respectful learning environments for all students. These learning environments include classrooms, playgrounds, online and any other school events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.</i></p>		
<ul style="list-style-type: none"> <li>● <i>Effective classroom management</i></li> <li>● <i>Parent-school partnerships</i></li> <li>● <i>URSTRONG program</i></li> <li>● <i>Differentiated teaching and learning programs and management plans</i></li> <li>● <i>Inclusive practice</i></li> <li>● <i>Communication with parents</i></li> <li>● <i>Explicit teaching and modelling of behaviour expectations and social skills through our MBC lessons as well as our URSTRONG Program.</i></li> <li>● <i>Anti Racism, Anti Bullying and Child Protection education</i></li> </ul>	<p><i>Whole-school prevention strategies are designed to create and sustain safe, respectful, responsible and learning environments for all students. These environments encompass classrooms, playgrounds, online spaces, and any other school-sponsored activities, promoting prosocial behaviour. When consistently implemented, these interventions support effective teaching and help minimise minor behavioural issues.</i></p> <p><i>Positive Behaviour for Learning (PBL) is an evidence-based framework built on a shared understanding of clear, consistent, and high expectations for behaviour, ongoing positive reinforcement, and the continuous collection and use of data to guide decision-making.</i></p> <p><i>The framework emphasises the explicit teaching of behavioural expectations, with the goal of increasing positive behaviours and reducing negative ones.</i></p>	
<p><b>Early Intervention:</b> <i>Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern.</i></p>		

<ul style="list-style-type: none"> <li>● <i>Social Stories</i></li> <li>● <i>Self-Regulation training</i></li> <li>● <i>Restorative practices</i></li> <li>● <i>Drama and role-play</i></li> <li>● <i>Anti Racism, Anti Bullying and Child Protection education</i></li> </ul>	<p><i>Individual students may exhibit early signs of behavioural concerns that require prompt intervention. Early interventions are designed to provide targeted support to these students or groups who are at risk of developing more serious behavioural issues. By addressing these low-level concerns early on, the aim is to prevent escalation and promote positive behavioural development, ensuring that students receive the necessary guidance and resources to stay on track in their learning and social interactions.</i></p>
<p><b>Targeted Intervention:</b> <i>Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly.</i></p>	
<ul style="list-style-type: none"> <li>● <i>Learning Support</i></li> <li>● <i>Individualised Behaviour Support Plans</i></li> <li>● <i>Risk Management Plans</i></li> <li>● <i>Attendance</i></li> </ul>	<p><i>The Learning and Support team collaborates closely with teachers, students, and families to provide personalised assistance to students who need tailored learning support. This collaboration includes offering instructional leadership, conducting risk assessments, and setting both short- and long-term goals to guide students' educational and personal development. Through these efforts, the team aims to create a supportive environment that addresses each student's unique needs, ensuring they have the resources and guidance necessary to succeed.</i></p>
<p><b>Individual Intervention:</b> <i>Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.</i></p>	
<ul style="list-style-type: none"> <li>● <i>Individualised Behaviour Plans</i></li> <li>● <i>Risk Management Plans</i></li> <li>● <i>Communication with parent, and where relevant, the use of communication books.</i></li> <li>● <i>Task Cards</i></li> <li>● <i>SLSO intervention</i></li> <li>● <i>Counsellor referrals</i></li> <li>● <i>Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development.</i></li> </ul>	<p>The <a href="#">Delivery Support team</a> will collaborate with the Learning and Support Team to:</p> <p>Establish suitable behaviour expectations and strategies alongside other staff members</p> <p>Continuously collect data to assess the effectiveness of support for individual students</p> <p>Implement consistent strategies and adjustments as specified in each student's support plan.</p>

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

Staff at Mosman Public School will recognise inappropriate behaviours and concerning actions, including racism, bullying and cyberbullying, through various means such as:

- Observing a student's behaviour, interactions, verbal communication, or work (like written pieces, performances, or artwork)
- Receiving disclosures from individuals about previously unknown information, whether newly revealed or previously kept secret
- Hearing concerns raised by parents, community members, or external agencies.

Both students and parents can report bullying to any staff member. NSW public school principals are authorised to take disciplinary action to address student behavior that occurs outside school hours or off school premises, including cases of cyberbullying. Students who experience bullying will receive suitable support, such as access to the school counselling service.

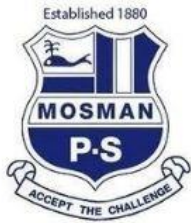
**DoE anti-racism policy** - Racism and racist behaviour are not tolerated in NSW public schools. The DoE [Anti-racism policy](#) promotes equity and inclusion and aims to ensure that no student, staff member or member of the school community experience racism at school.

[Cyber racism](#) is a form of [racism](#). Cyber racism can be defined as online activities or published material that result in offensive comments in relation to a person's race, colour or national or ethnic origin, have the same effect as similar offline activities. You can [report cyber racism and cyber bullying](#) to the [eSafety Commissioner](#).

If you or your child experience any form of racism at school, please contact the school. All schools are required to have trained [Anti Racism Contact Officers](#) (ARCO). This officer assists in leading anti-racism education and can provide advice on how to make a complaint about racism.

The flowchart below outlines Mosman Public School's whole-school approach to address incidents of racism.





## Mosman Public School Incident of Racism Flowchart

### 1. Incident Occurs

Student witnesses or experiences incident of racism.

### 2. Report the Incident

**Action:** Student reports incident to staff member or ARCO.

### 3. Initial Assessment

**Action:** ARCO/staff member listens to the report and gathers information.

**Decision Point:** Is the incident serious (physical harm, threats)?

**Yes:** Proceed to Step 4.

**No:** Proceed to Step 5.

### 4. Immediate Action Required

**Action:** ARCO/staff member ensures safety of student(s) involved.

**Action:** Notify school principal and relevant authorities (e.g. police).

**Action:** Document the incident and actions taken on School Bytes. Proceed to Step 5

### 5. Investigation Process

**Action:** ARCO/staff member begins thorough investigation (interview witnesses, review evidence).

**Decision Point:** Is incident substantiated?

**Yes:** Proceed to Step 6.

**No:** Inform student(s) that incident could not be substantiated and provide support and monitoring. Educate school community about racism and promote inclusivity.

### 6. Consequences for Offender(s)

**Action:** Determine appropriate consequences for offender(s), following the Mosman Behaviour Code.

**Action:** Notify parents of both the victim(s) and the offender(s).

**Action:** Provide support to victim(s) (counselling, follow-up).

### 7. Support and Follow-Up

**Action:** Implement support measures for victim(s) and offender(s) if necessary.

**Action:** Monitor situation to prevent further incidents.

**Action:** Educate school community about racism and promote inclusivity.

**School Anti-bullying Plan** – *The NSW Department of Education stands firmly against all forms of bullying. No student, staff member, parent, carer, or community member should face bullying in any learning or work setting. Mosman Public School fosters a positive, inclusive, and accepting community where our core values to be Respectful, Responsible and a Learner encourage a safe and engaging learning environment. Everyone has the right to feel secure, have their person and property respected, to learn, be heard, and contribute positively.*

*All members of the school community actively contribute to creating a welcoming culture that values diversity and promotes positive relationships. A critical aspect of this supportive environment is fostering respectful relationships and a zero-tolerance stance on bullying, whether online or offline. School staff are committed to addressing incidents of bullying swiftly and effectively.*

*Our school's Anti-bullying Plan outlines the steps for preventing and addressing student bullying behaviour. A copy of Mosman Public School's Anti-Bullying Plan - can be found [HERE](#).*

## Responses to serious behaviours of concern

Responding to serious behaviour concerns involves close collaboration between the Learning Support Team (LST), teachers, students, and families. This may include developing an Individualised Behaviour Support Plan tailored to the student's specific needs, outlining measurable behaviour goals, and providing teachers with strategies for classroom implementation. For students exhibiting high-risk behaviours, a Risk Management Plan is put in place to ensure safety through structured protocols and ongoing monitoring. Attendance concerns are also addressed as part of the overall behaviour strategy, focusing on student engagement and personalised support.

Regular review meetings between the LST, teachers, and families ensure that the Individualised Behaviour Support Plan and Risk Management Plan remain effective, with adjustments made as necessary based on data and feedback. The goal is to create a supportive and inclusive school environment that promotes positive behaviour, safety, and student success by addressing individual needs holistically.

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 Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#)
- [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](#).

# Mosman Public School Bullying Response Flowchart

First hour:  
Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1:  
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in wellbeing ITD system
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2:  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3:  
Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4:  
Implement

- Document the plan of action in [\[your behaviour / wellbeing ITD system\]](#)
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5:  
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in behaviour / wellbeing ITD system

Ongoing  
follow-up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in [\[your behaviour / wellbeing ITD system\]](#)
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

# Detention, reflection and restorative practices

## Major and Minor Cards

**Yellow Cards** - are used to track and record inappropriate behaviours. Yellow cards are recorded by classroom teachers as well as on School Bytes. This is an essential collection of data that insures an accurate account of student behaviour is maintained.

### Redirecting behaviour

Yellow [minor]	Consequence	Classroom Teacher	Wellbeing room AP	Stage AP
1	Shadow teacher on playground for the next duty.	Walk student to duty teacher. Advise parent. Restorative talk to student. Tally incident in MBC folder & give yellow card to Stage AP.		Record details of yellow card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card]  Check CRT advised parent.  Return yellow card to CRT for filing in MBC folder.
2	Shadow teacher on playground for the next duty.	Walk student to duty teacher. Advise parent Restorative talk to student Tally incident in MBC folder & give yellow card to Stage AP		Record details of yellow card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card]  Check CRT advised parent.  Return yellow card to CRT for filing in MBC folder.
3		Advise parent indicating this equates to a red card & the wellbeing AP will be in contact  Attach 3 YC and complete my plan card with student.  Escort student to Wellbeing Room.	Complete paperwork.  Restorative discussion with student.  Record details of yellow card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card]. Issue red card and enter details in School Bytes.  Advise parent via phone, note key discussion points in School Bytes.	-

NB: Yellow Cards last 10 weeks from the date issued.

**Red Cards** - are used to track and record inappropriate behaviours. If a student receives a red card, school executive will be called to address the high-level behaviour. Students will visit the wellbeing room to have a reflective and restorative discussion about their behaviour with a member of the school executive. Following a discussion with the student regarding the behaviour, parent/carers will be informed, and the student issued a task card that teachers use to monitor and record behaviours.

Students may attend the wellbeing room OR a caution of suspension/suspension will be issued (this is dependent on a number of factors and will be consistent with the DoE's Student Behaviour Procedures).

Red [major]	Consequence	Classroom Teacher	Wellbeing room AP	Stage AP
1	5 days of task card Reflection time (Wellbeing room) Shadow teacher on duty on the playground for 1 play session	Monitor and complete daily task card. Teacher to send student to Stage AP at the end of each day for signing of task card. Task card filed in DP office once complete.  If not 3 <sup>rd</sup> yellow, advise parent that RC issued & Wellbeing AP will be in contact	Record details of red card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card].  Complete RC paperwork, file RC  Contact parent to discuss reflection and outline consequences	Review and sign task card at the end of each day.  Task cards (5) to be stored in task card folder (exec office) once received from classroom teacher.
2	5 days of task card Reflection time (Wellbeing room) Shadow teacher on duty on the playground for 1 play session	Monitor and complete daily task card. Teacher to send student to Stage AP at the end of each day for signing of task card. Task cards (5) are collected and sent to Stage AP after the 5 days.  Advise parent that RC issued will be in contact	Record details of red card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card]  Complete RC paperwork, file RC  Contact parent to discuss reflection and outline consequences	Review and sign task card at the end of each day.  Task cards (5) to be stored in task card folder (exec office) once received from classroom teacher.
3	5 days of task card Reflection time (Wellbeing room) Shadow teacher on duty on the <u>playground</u> for 1 play session  Parent conference to establish behaviour support plan	Monitor and complete daily task card. Teacher to send student to Stage AP at the end of each day for signing of task card. Task cards (5) are collected and sent to Stage AP after the 5 days.  Advise parent that RC issued & Wellbeing AP will be in contact	Record details of red card in School Bytes Wellbeing → Incidents, noting AP name. [sign & date card]  Complete RC paperwork, file RC  Contact parent to discuss reflection and outline consequences [task card / formal caution]	Set up parent meeting to discuss behaviour management plan.  Review and sign task card at the end of each day.  Task cards (5) to be stored in task card folder (exec office) once received from classroom teacher.

NB: Red Cards last 20 weeks from the date issued.

**Wellbeing Room** - Students who are given a Red card will spend part of their lunch or playtime with a member of the executive staff. During this time, they will reflect on their behaviour and explore possible solutions for handling similar situations in the future. This break from the playground offers an opportunity for students to discuss and consider more positive behaviour choices.

ALL Red and Yellow cards will be recorded in School Bytes.

Restorative practice is a school-wide teaching and learning approach that promotes supportive and respectful behaviour. It emphasizes individual responsibility, encouraging students to take full accountability for their actions and make amends for any harm caused to others.



The table below outlines Mosman Public School's whole-school Minor and Major inappropriate behaviours.

<b>Inappropriate Behaviours</b>	
<p><b>Minor Incident card</b></p> <p>A minor incident card (Yellow) is given out if a student has already been cautioned either verbally or non-verbally about their inappropriate behaviour and then continues that behaviour.</p> <p><u>Including but not limited to:</u></p> <ul style="list-style-type: none"> <li>• Mocking peers – inappropriate comments, name calling etc.</li> <li>• Unfair play</li> <li>• Unsafe play</li> <li>• Playing with sticks</li> <li>• Teasing</li> <li>• Being rude</li> <li>• Being mean</li> <li>• Swearing (indirect – not at someone)</li> <li>• Out of bounds</li> <li>• Not staying in the shade when not wearing a hat</li> <li>• Littering</li> <li>• Playing in the toilets/at bubblers</li> <li>• Unsafe play/unsafe behaviour</li> <li>• Not lining up correctly at canteen</li> <li>• Disruptive behaviour (talking, not paying attention)</li> <li>• Rule breaking</li> <li>• Climbing trees</li> <li>• Off task – not working</li> <li>• Interrupting teaching and learning</li> <li>• Not following teacher instructions</li> <li>• Calling out repeatedly/inappropriate noise/s</li> <li>• Moving around room without permission</li> <li>• Misuse school property</li> <li>• Absconding from school/class</li> <li>• Digital Technologies – Responsible Usage Agreement</li> </ul>	<p><b>Major Incident card</b></p> <p>One of the below or similar incidences in the classroom or playground = Major Incident card (20 weeks)</p> <p><u>Including but not limited to:</u></p> <ul style="list-style-type: none"> <li>• Deliberate damage of school property or another student's property</li> <li>• Insolence to a staff member / adult</li> <li>• Dangerous play</li> <li>• Physical aggression, fighting</li> <li>• Bullying</li> <li>• Racism</li> <li>• Bad language – swearing - threatening</li> <li>• Rough play</li> <li>• Excluding others repeatedly</li> <li>• Inappropriate behaviour in/around school</li> <li>• Verbal and physical confrontation</li> <li>• Cyber-bullying</li> <li>• Repeated "put downs"</li> <li>• Intimidation of others</li> <li>• Aggression with intent:               <ul style="list-style-type: none"> <li>o intimidation/bullying</li> <li>o threatening</li> <li>o biting</li> <li>o punching/ hitting</li> <li>o hair pulling</li> <li>o scratching</li> <li>o slapping/smacking</li> <li>o restraining</li> <li>o spitting</li> <li>o swearing (direct – abusive, directed at someone)</li> </ul> </li> <li>• Having a weapon at school/using an item as a weapon</li> <li>• Stealing</li> <li>• Repeated defiance</li> <li>• Leaving classroom without permission</li> <li>• Defacing school property</li> <li>• Rudeness/profanity towards staff/students</li> <li>• Swearing – bad language - non-threatening</li> <li>• Excessive non-compliance</li> <li>• Dangerous behaviour</li> <li>• Refusing to obey instructions</li> <li>• Continued disobedience</li> <li>• Vandalism</li> <li>• Leaving school grounds</li> <li>• Sharing inappropriate content</li> <li>• Disregarding the ICT – Responsible Usage Agreement</li> </ul>
<p><b>NB:</b> Following investigation, appropriate action will be taken depending on the severity and nature of the incident. If the incident requires further investigation, complete a YELLOW CARD and write on the front top FURTHER INVESTIGATION REQUIRED and give to the stage supervisor. Tell the child that they will be informed whether the consequence is RED, YELLOW or DISCUSSION ONLY.</p>	

## Review Dates

Updated: October 2024

Next review: October 2025