

Overview

Samuel Terry Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning through a multi-tiered approach.

Our goal is to inspire every child to participate positively in the school community and beyond. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

Principles of positive behaviour support, trauma-informed practice, inclusive practice, and social - emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

To achieve our mission, key programs are prioritised and valued including:

- Berry Street Education Model
- Routines that Drive Learning
- Attendance Matters – Nurture a positive attendance culture.
- Grow Your Mind

These programs prioritise social and emotional learning which supports good mental health, positive relationships and prevention of bullying.

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

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

Partnership with parents and carers

Samuel Terry Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Samuel Terry Public School will communicate these expectations to parents/carers through the school newsletter and school website. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. By building strong relationships with parents and carers, we enable open and clear communication via email, phone calls, Parent Portal messages, newsletter items, face-to-face

discussions and school events. We welcome partnerships to promote students learning, engagement and behaviour. We develop professional relationships based on transparency, honesty and mutual respect. The Learning and Support team, school counsellor and senior executive assist families to engage with external support services to meet student and family needs.

School-wide expectations and rules

Safe	Responsible	Respectful
Keep hands and feet to ourselves	Follow instructions	Use friendly talk
Wear a hat	Tell the truth	Care for others
Stay in the correct areas	Play fair and share	Be a good sport

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](#).

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.



Whole school approach across the care continuum

Samuel Terry Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations: Berry Street Education Model, Positive Behaviour for Learning, Routines that Drive Learning, Awards, clear and consistent language and expectations, and learning support processes and structures.

Universal Prevention Whole school practises to maintain safe and respectful learning environments	Early Intervention initial responses to work with emerging low-level behaviours	Targeted Intervention targeted support to encourage positive behaviours in response to complex and challenging behaviours	Intensive Individual Intervention comprehensive systems of support for highly complex and challenging behaviours
<u>Routines that Drive Learning</u> Routines to drive learning provides powerful opportunities for connection, engagement and development. Through explicit teaching, students learn new skills in safe and familiar settings. Routines are planned for and understood as important learning opportunities and are an integral part of effective educational programs. Audience: All <u>Reward System</u> School award system including merit awards, principal awards and gold awards. Audience: All <u>Healthy Harold –CyberWise</u> Cyber safety: Safe and respectful behaviour when using communication technology Audience: Students K-6	<u>Peaceful Kids</u> Small group intervention to support and increase the coping strategies of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. Audience: Individual/grade/groups students K-6 <u>Routines that Drive Learning</u> Routines to drive learning provides powerful opportunities for connection, engagement and development. Through explicit teaching, students learn new skills in safe and familiar settings. Routines are planned for and understood as important learning opportunities and are an integral part of effective educational programs. Audience: All Police Youth Liaison Officer	<u>Social skills program-Skills Streaming</u> <i>Skillstreaming</i> employs a four-part training approach – modelling, role-playing, performance feedback, and generalization – to teach essential prosocial skills to children and adolescents. Each book provides a complete description of the <i>Skillstreaming</i> program, with instructions for teaching a wide variety of prosocial skills. Audience: -SLSO's, LST, students, LaST <u>Learning and Support</u> The LST works with teachers, students and families to support students who require personalised learning and support. Audience: All <u>Peaceful Kids</u> Small group intervention to support and increase the coping strategies	<u>Wellbeing Teacher</u> Wellbeing teacher provides support to targeted students through 'check-in, check-out' and support students and teachers in individualised social/emotional/behaviour support. Audience: Wellbeing teacher, LST, individual students, executive team <u>Individual behaviour support planning</u> This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Audience: Individual students, parent/carer, LAST, AP <u>Attendance support</u> The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to

<u>Police Youth Liaison Officer</u> Provide education for cyber-bullying and cyber-safety. Audience: Stage 3 students <u>Child Protection</u> Teaching child protection education is a mandatory part of the syllabus. Audience: Students K-6 <u>Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</u> 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. Audience: All <u>Attendance Matters</u> Regular monitoring of attendance data for cohorts and individual students to reduce barriers faced by students. Whole-school attendance processes and	Provide education for cyber-bullying and cyber-safety. Audience: Stage 3 students <u>Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</u> 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. Audience: All <u>Learning and Support</u> The LST works with teachers, students and families to support students who require personalised learning and support. Audience: All <u>Grow Your Mind</u> A program that is recognised in the areas of Resilience, Consent Education and Respectful Relationships. It focuses on teaching participants how to	of students who are feeling anxious, stressed or who have poor resilience in a small group environment at school. Audience: Individual/grade/groups students K-6 <u>Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</u> 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. Audience: All	address barriers to improved attendance and set growth goals. Audience: Individual students, attendance co-ordinators. <u>Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying</u> 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. Audience: All <u>Learning and Support</u> The LST works with teachers, students and families to support students who require personalised learning and support. Audience: All
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procedure for staff, community and students that support regular attendance for students. Audience: All <u>Grow Your Mind</u> A program that is recognised in the areas of Resilience, Consent Education and Respectful Relationships. It focuses on teaching participants how to develop better coping strategies for stress, build emotional intelligence, and practice mindfulness. Audience: K-2 Students	develop better coping strategies for stress, build emotional intelligence, and practice mindfulness. Audience: K-2 Students		
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Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

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.

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. See Appendix 1.

- **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 system. These include:

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

Samuel Terry Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry Street Education Model, Grow your Mind, and Routines that Drive Learning consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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	Targeted/Individualised Responses to behaviours of concern
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 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 (PAX GBG and Positive Living Skills) weekly.	4. Teacher records on Behaviour / wellbeing 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 parent portal when a range of corrective responses have not been successful to arrange a meeting. 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 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
- detention, 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.

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.

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.

- 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](#).

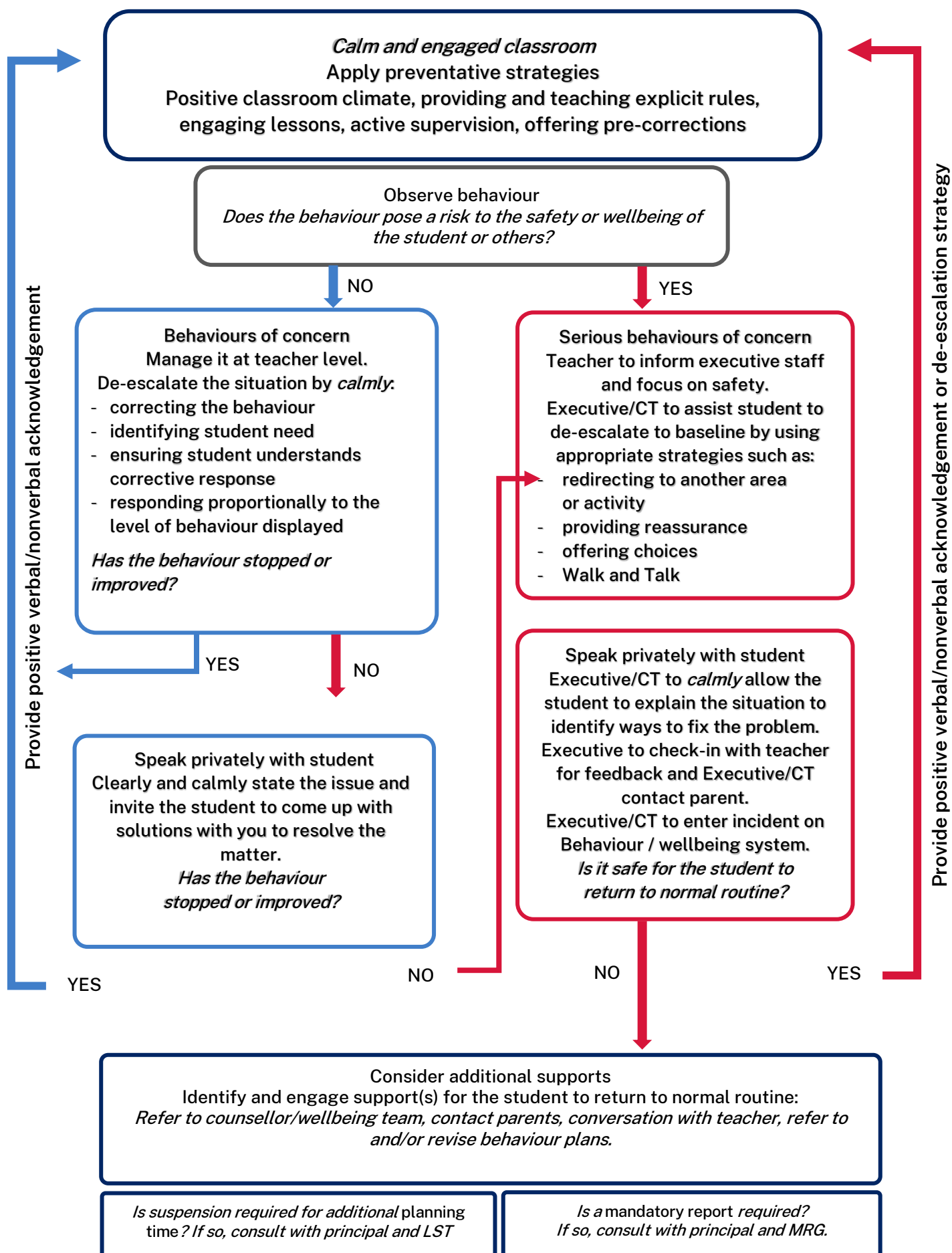
Strategy	When and how long?	Who coordinates?	How are these recorded?
Self-directed timeout/calm down Allowing students to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.	As required K-2 = 5 mins 3-6 = up to 10 mins	Student/teacher (may require teacher prompt)	Teacher notes in their diary unless there is an escalation or repeated (impacting learning time) and then documented on wellbeing system
Teacher-directed timeout/calm down This may be used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills such as self-regulation. This occurs when a student is directed away from an educational activity or setting when they engage in behaviours of concern to stop those behaviours from being reinforced.	As required K-2 = 5 mins 3-6 = up to 10 mins	Teaching staff	Playground – documented wellbeing system Classroom – documented wellbeing system
Detention Where students do not respond positively to the standards and expectations of the school and breach the Student Behaviour Code, a detention may be required. A detention will be used to apply a fair, reasonable and proportionate action. This may be a detention for an individual or group of students in a designated room or area. Students will have access to food and toilet breaks.	Recess/lunch Max 15 mins K-2 Max 30 mins 3-6	Stage supervisor, DP or principal	Documented on wellbeing system
Reflection/support (if required) Structured one-to-one conversations. Using relationships to foster restorative dialogues for teachable moments and to understand the impact of behaviour to self and others. Engage supports including the Learning and support team.	As required No more than 10 mins	Supervisors, DP or principal	Documented on wellbeing system

Review Dates

Last review: 28/11/2024

Next Review Date: Term 2, 2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart



