School Behaviour Support and Management Plan

Overview

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and the promotion of student voice. High expectations and wellbeing programs will ensure academic achievement, student resilience and a commitment to personal best. Tamworth South Public School (TSPS) is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

We are a friendly, community-focused school committed to providing high quality education for all students within a safe, caring and supportive learning environment that is sensitive to the needs of the individual. Dedicated staff provide diverse, engaging and future-focused educational programs which promote and develop student creativity, collaboration, critical thinking and communication. Inclusive practices provide many opportunities for students to succeed and excel.

Our PBL mantra "Be Respectful, Responsible and Safe to be Successful' is promoted and encouraged through the provision of a broad, balanced and challenging curriculum, and a variety of extra-curriculum programs. Staff are committed to establishing evidence based approached through Restorative Practices that promote a positive school culture that values strong relationships. These are further embedded by programs and initiatives that address the personal, emotional and social needs of our students, ultimately aimed at developing student confidence, cultural pride and a sense of self-worth.

Tamworth South hosts five support classes and one Opportunity class. Students access the latest in learning technologies both within our Technology Hub and classrooms. Staff are professionally supported by 2 AP C&Is and the school is well supported by an active and culturally diverse community committed to supporting staff, thus ensuring that all students can be the very best they can be.

Partnership with parents and carers

We work closely with our parents, carers and families as well as our Parents and Citizens Association. Engaging with the community is an area of focus aimed at strengthening community involvement, providing our families with an opportunity to have a voice in decisions that affect their child's learning and working with staff across our school to build productive relationships. Relationships with parents, carers and family members are essential in supporting student learning and encouraging positive behaviours.

At Tamworth South PS we use numerous platforms and opportunities to communicate with families.

- Messaging system via School Bytes app
- Parent Teacher interviews / meetings – formal and informal
- Newsletter
- P&C Meetings

- Social media platforms – Facebook
- Tell Them From Me surveys
- AECG
- Concerns raised through complaints procedures to review school systems, data and practices

School-wide expectations and rules

Responsible	Respectful	Safe to be Successful
Be responsible for yourself	Be respectful of yourself	Keep yourself safe
Be responsible for others	Be respectful of others	Keep others safe
Be responsible for our school	Be respectful for our school	Remain safe at school

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, positive behaviour and restorative practice approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying.

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 clearly communicated to students
- encouraging expected behaviour with positive feedback and reinforcement
- discourage inappropriate behaviour
- providing active supervision of students by all staff – teachers and SLSOs
- 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	PBL	Whole school approach – consistent language, whole school assemblies, merit awards, weekly class lessons focused on school expectations, use of star jar rewards, positive postcards home, individual incentive charts.	Students
Prevention	Restorative Practice	Whole school approach – building relationships with individuals, families and whole class. Strategic development of playground duty rosters, break times and activities. Use of class circles led by teachers.	Students and Families
Prevention	External Providers	Visiting performances and programs – Back Flips Against Bull	Students
Prevention	Anti Bullying Plan	National Day Against Bullying, Cyber Safety	Students
Prevention	Attendance	Whole school approach to attendance using incentives – choice of bell song, class trophy, attendance HERO awards. Class based attendance improvement – posters, use of star jar rewards, positive postcards, individual incentive charts.	Students
Prevention	National Week of Action	Our school participates in the annual National Week of Action against Bullying and Violence in August each year.	Staff and Students
Prevention / Early Intervention	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.	Staff and Students
Early intervention	Zones of Regulation	Whole school approach – posters and desk labels used in the classrooms to identify emotions, used after a break to identify student disposition.	Students
Targeted intervention	Zones of Regulation	Individual and targeted group intervention for identified students as needed.	Students
Targeted intervention	Learning and Support Team	Individual and targeted group intervention for identified students as needed.	Students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Team	Individual and targeted intervention for identified families as needed.	Students and Families
Targeted intervention	Learning and Support Team	Support with the development of Individual Education Plans (IEP), Behaviour Support Plans (BSP), Risk Management Plans (RMP) and Access Request development.	Students and staff
Targeted intervention	Restorative Practice	Tailored and consistent approach to conversations with individuals or targeted groups of students.	Students
Individual intervention	Attendance	Whole school attendance procedures – fortnightly attendance monitoring, interventions by classroom teachers, School Based Attendance Improvement Plan meetings, HSLO intervention.	Students and Families
Individual intervention	IEP, BSP, RMP	This may include implementation of individual learning plans, behaviour support plans and risk management plans that are developed by teachers and communicated to families. These documents would be monitored and reviewed with adjustments being made as needed.	Staff, Students and Families

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

A behaviour of concern is challenging, complex, or unsafe behaviour that requires more persistent and intense 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 and is ongoing and repeated and involves behaviour that can cause harm.

Using the Behaviour Consistency Guide, Tamworth South Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a 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 School Bytes.

TAMWORTH SOUTH PUBLIC SCHOOL
We are respectful, responsible and safe to be successful.

Behaviour Consistency Guide
Response to all student problem behaviours is calm, consistent, brief, immediate, respectful and private.

⭐ Expected behaviour ⭐ Teacher correction ⭐ School Bytes record (minor) ⭐ School Bytes record (major)

Inappropriate language	Physical Contact	Disruptive classroom behaviour
Speak kindly and respectfully to others	Keep hands and feet to yourself	Be ready to learn and allow others to learn
Swearing as an accidental exclamation Accidentally swearing without intent	Play based or accidental contact, e.g. mucking around, rough play, etc.	Off task behaviour impacting the learning of others
Repeated swearing	Intentional contact or aggression	Continued interruption towards others impacting the learning of the whole class
Intended swearing at others Verbal abuse intended to offend	Serious contact intended to harm Pursuing with intention to harm Spitting on or at someone else	Sustained or intense disruption following behaviour management plan
Defiance	**Intimidation, harassment, exclusion, racism**	**Inciting Violence**
Follow instructions and be respectful	Be kind and friendly towards others	Be an upstander, not a bystander
Slow to comply Requires reminders to follow instructions	Isolated intimidation, name calling, put downs, or exclusion	Isolated incident of encouraging others in a conflict
Repeated and intentional defiance and disrespect	Repeated intimidation, name calling, put downs, or exclusion	Repeatedly encouraging or observing others in a conflict
Aggressive refusal to comply Sustained arguing with teacher Absconding (within school grounds)	Sustained intimidation, name calling, put downs, or exclusion Racism	Intentionally encouraging others in conflict and violence
Use of equipment	**Use of technology**	**Moving safely**
Use equipment safely and respectfully	Use technology safely and respectfully	Move safely and respectfully
Careless use or accidental damage or loss of property or equipment	Careless or accidental misuse of technology	Moving inappropriately around the classroom, playground or other areas
Reckless misuse or damage of property or equipment	Minor inappropriate content on internet	Moving in a way that impacts the safety of self or others
Destructive misuse or intentional damage of property or equipment Major theft, vandalism or graffiti	Sustained and/or harmful actions to others, e.g. school-based cyberbullying Major inappropriate content on internet	Moving in a way that causes injury to self or others

Tamworth South Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Behaviour for Learning and Restorative Practice 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.

Responses to serious behaviours of concern

- Secure the space – identify students involved, re-direct, de-escalate and provide first aid as needed. Parents / Carers contacted as needed.
- Procedural Fairness – interviewing of staff and students involved in incidences.
- Recording of responses – use of Student Behaviour and Interview Log for high level behaviours.
- Accessing and referring to CCTV footage to verify incidences
- Interventions – this may include one on one support, partial attendance plan, restorative meeting, playground withdrawal, reflection, playground plan, buddy class.
- 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](#) and [Suspension and Expulsion procedures](#).

Reflection and restorative practices

Reflection occurs on a case by case basis with individuals remaining on reflection for varying lengths of time based on the age and developmental level of the student. Students are provided with the opportunity to use bathroom facilities during reflection as needed. Students are asked to bring their food to reflection if they have not finished during eating time.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection – a structured debriefing and planning after a behaviour of concern with an individual or group of students.	Day of or next day at lunch or afternoon tea break.	Deputy Principal	School Bytes
Alternative Play Plan – withdrawal from free choice play and re-allocation to a supervised supported play area. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices.	Next break	All Staff	School Bytes
Restorative Practice – peer mediation or circles in groups	Scheduled for break times	All Staff	School Bytes
Playground Plan – individual intervention where a plan is in place for students requiring a supported and supervised playground space for a specified amount of time. Plans are shared with parents and carers.	Break times, varying times	All Staff	School Bytes

Review dates

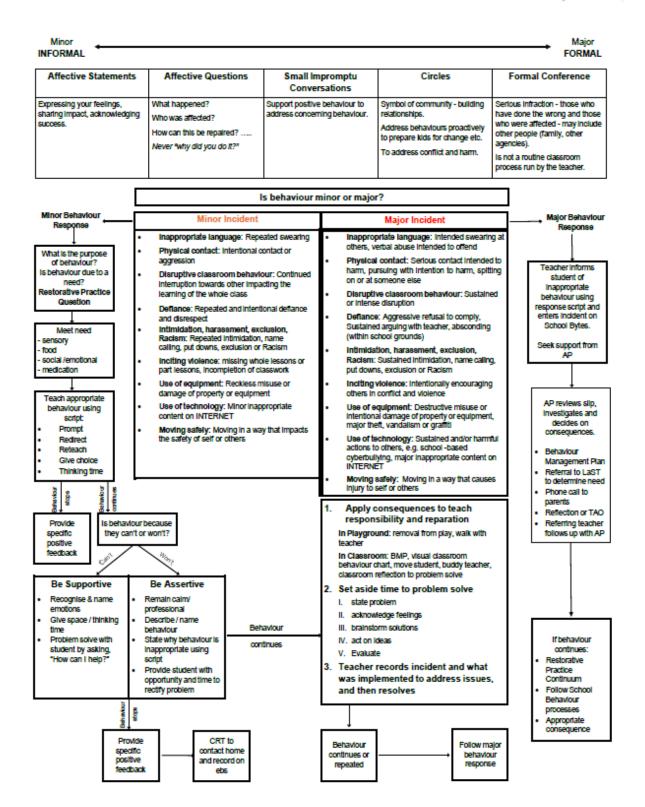Last review date: 13 November 2024

Next review date: 13 November 2025

Appendix 1: School Behaviour Management Flowchart

School Behaviour Management Flowchart

Restorative Practices Continuum

Minor
INFORMAL ⟵————————————————————————⟶ Major
FORMAL

Affective Statements	Affective Questions	Small Impromptu Conversations	Circles	Formal Conference
Expressing your feelings, sharing impact, acknowledging success.	What happened? Who was affected? How can this be repaired? …... Never "why did you do it?"	Support positive behaviour to address concerning behaviour.	Symbol of community - building relationships. Address behaviours proactively to prepare kids for change etc. To address conflict and harm.	Serious infraction - those who have done the wrong and those who were affected - may include other people (family, other agencies). Is not a routine classroom process run by the teacher.

Is behaviour minor or major?

Minor Behaviour Response

Minor Incident
- Inappropriate language: Repeated swearing
- Physical contact: Intentional contact or aggression
- Disruptive classroom behaviour: Continued interruption towards other impacting the learning of the whole class
- Defiance: Repeated and intentional defiance and disrespect
- Intimidation, harassment, exclusion, Racism: Repeated intimidation, name calling, put downs, exclusion or Racism
- Inciting violence: missing whole lessons or part lessons, incompletion of classwork
- Use of equipment: Reckless misuse or damage of property or equipment
- Use of technology: Minor inappropriate content on INTERNET
- Moving safely: Moving in a way that impacts the safety of self or others

Major Incident
- Inappropriate language: Intended swearing at others, verbal abuse intended to offend
- Physical contact: Serious contact intended to harm, pursuing with intention to harm, spitting on or at someone else
- Disruptive classroom behaviour: Sustained or intense disruption
- Defiance: Aggressive refusal to comply, Sustained arguing with teacher, absconding (within school grounds)
- Intimidation, harassment, exclusion, Racism: Sustained intimidation, name calling, put downs, exclusion or Racism
- Inciting violence: Intentionally encouraging others in conflict and violence
- Use of equipment: Destructive misuse or intentional damage of property or equipment, major theft, vandalism or graffiti
- Use of technology: Sustained and/or harmful actions to others, e.g. school -based cyberbullying, major inappropriate content on INTERNET
- Moving safely: Moving in a way that causes injury to self or others

Major Behaviour Response

Teacher informs student of inappropriate behaviour using response script and enters incident on School Bytes.

Seek support from AP

AP reviews slip, investigates and decides on consequences.
- Behaviour Management Plan
- Referral to LaST to determine need
- Phone call to parents
- Reflection or TAO
- Referring teacher follows up with AP

If behaviour continues:
- Restorative Practice Continuum
- Follow School Behaviour processes
- Appropriate consequence

What is the purpose of behaviour? Is behaviour due to a need? Restorative Practice Question

Meet need
- sensory
- food
- social /emotional
- medication

Teach appropriate behaviour using script:
- Prompt
- Redirect
- Reteach
- Give choice
- Thinking time

Behaviour stops / Behaviour continues

Provide specific positive feedback

Is behaviour because they can't or won't?

Can't / Won't

Be Supportive
- Recognise & name emotions
- Give space / thinking time
- Problem solve with student by asking, "How can I help?"

Be Assertive
- Remain calm/ professional
- Describe / name behaviour
- State why behaviour is inappropriate using script
- Provide student with opportunity and time to rectify problem

Behaviour continues

1. **Apply consequences to teach responsibility and reparation**
   In Playground: removal from play, walk with teacher
   In Classroom: BMP, visual classroom behaviour chart, move student, buddy teacher, classroom reflection to problem solve
2. **Set aside time to problem solve**
   I. state problem
   II. acknowledge feelings
   III. brainstorm solutions
   IV. act on ideas
   V. Evaluate
3. **Teacher records incident and what was implemented to address issues, and then resolves**

Behaviour stops

Provide specific positive feedback

CRT to contact home and record on ebs

Behaviour continues or repeated

Follow major behaviour response

PBL Script

When approaching a child proactively decrease inappropriate behaviours by building relationships, teaching acceptable behaviours, establishing strong routines and utilising evidence-based teaching strategies underpinned by Restorative Practices to engage students.

RESPONSE SCRIPT

Response to ALL student problem behaviour is:

Use a calm, positive adult voice:

Are you / was that safe?
Are you / was that responsible?
Are you / was that respectful?

If response is inappropriate - state what you believe:

I believe it wasn't safe / responsible/respectful.
Why is this unsafe / irresponsible / disrespectful?
How does it make others feel?
What would have been a better choice? / What do we do here at Tamworth South PS?
How can I help you get back on track?

Must create opportunities for learning and give the students opportunity to respond to wrong doing by:

- Fostering understanding
- Repairing harm that was done to people and relationships
- Attending to the needs of the victims and others in school
- Avoiding imposing on students' intentional pain, embarrassment and discomfort
- Actively involve others as much as possible

Consequences are always appropriate but need to be differentiated from punishment.

Punishment - something that is imposed on someone with the intention of creating pain or discomfort for an infraction against authority.

Consequence - the result or effect of an action or condition, usually a natural or related result.

Appendix 2: Bullying Response Flowchart

Step 1
- 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.

Step 2
- 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 School Bytes
- Notify school executive of incident if required in line with Behaviour Management Flowchart (A1)
- Notify parent/s that the issue of concern is being investigated

Step 3
- 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

Step 4
- 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

Step 5
- Document the plan of action in School Bytes
- Complete all actions negotiated with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Step 6
- 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 School Bytes

Step 7
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in School Bytes
- Refer matter to the Learning and Support Team if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students