

Tarro Public School

Behaviour Support and Management Plan



Overview

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

Our goal is to 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 goal, key programs prioritised and valued by the school community are:

- Berry St Education Model
- Zones of Regulation - Social and Emotional Learning and Emotional Regulation Program
- Grow Your Mind – Wellbeing and Resilience Program

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

Tarro 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. We identify bullying behaviour as having three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves targeted behaviours that can cause harm. 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. All school staff actively respond to student bullying behaviour.

Partnership with Parents and Carers

Tarro Public school recognises that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Tarro Public School consistently partners with parents/carers in establishing expectations and implementing student behaviour management and antibullying strategies, by:

- Direct, regular communication with families via email, phone call or face to face meetings as required for individual students.

- Whole school communication through School Bytes and at Parents and Citizens (P&C) meetings regarding whole school expectations, celebrations and any changes.
- Inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, individual parent meetings and consulting with the P & C.
- using concerns raised through parent/carer feedback and complaints procedures to routinely review school systems, data and practices and make improvements when opportunities are identified.

Tarro Public School communicates school expectations to parents/carers through school assemblies, School Bytes and the school website as well as through individual phone calls and meetings as required. We ask our parents and carers to work with our school by:

- Supporting and encouraging their child to adhere to the [Behaviour Code for Students](#). (see below)
- Encouraging and modelling positive and respectful behaviour
- Managing instances of unacceptable behaviour with their child
- Actively engaging with and supporting the development of individual student planning where required
- Monitor their child's online activity and managing instances of online bullying or online conflict with peers

Our school aims to proactively build positive, collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

School-wide Expectations and Rules

Tarro Public School has the following school-wide Learning expectations and values:

*Tarro Public School students, staff and community are
Brave, Determined, Innovative, Collaborative and Proud learners.*

Brave	Determined	Innovative	Collaborative	Proud
<ul style="list-style-type: none"> - I am willing to try new things - I set and work towards achieving learning goals - I can use my growth mindset to overcome challenges 	<ul style="list-style-type: none"> - I brainstorm ideas to solve a problem - I can formulate a plan to use an idea. - I can use a variety of skills when stuck in my learning. 	<ul style="list-style-type: none"> - I communicate to help achieve a common goal - I am a team player - I can take on a designated role within a group 	<ul style="list-style-type: none"> - I stay calm and focused when something is tricky - I strive and persist to achieve my goals - I am in charge of my learning and apply high effort to tasks 	<ul style="list-style-type: none"> - I can talk about my learning - I feel good about my learning - I recognise the efforts of myself and others

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 NSW Department of Education 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](#).

See also Appendix 1

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 management practices that set the tone for engagement with learning and building respectful relationships.

Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimises disruptions, maximises instruction time, supports student and teacher focus and concentration and encourages students to engage in learning.

The evidence indicates that classroom management requires both preventative and responsive strategies, with an emphasis on preventative strategies.

Preventative strategies are proactive and encourage students to be on-task, motivated and prosocial.

Preventative practices and strategies at Tarro Public School include:

- creating and maintaining a positive classroom environment.
- maximising opportunities for active engagement with learning.
- stating and explicitly teaching classroom and playground expectations/norms.
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement.
- providing active supervision of students.
- offering pre-corrections to remind students of expectations.
- discouraging inappropriate behaviour.

Responsive strategies include corrective responses to disruptive or inappropriate behaviours. They support students to re-engage in learning.

Responsive practices and strategies at Tarro Public School:

- are given calmly and respectfully.
- are consistent and expected.
- seek to identify why the student is disengaged or being disruptive.

- ensure the student understands the corrective response.
- are proportionate to the context and level of behaviour displayed.

Examples of behaviours at each stage of the Care Continuum.

Prevention	Early Intervention	Targeted	Individual
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour.</p> <p>Students respond positively to explicit teaching of expectations.</p> <p>Students accept correction and feedback.</p> <p>Students acquire new interpersonal and social skills that support engagement with learning.</p> <p>Low-level behaviours easily managed by the teacher.</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as level 1 behaviours may include:</p> <ul style="list-style-type: none"> • Challenging teacher instructions • Continued inappropriate language (put downs, swearing) • Graffiti • Misuse of equipment/facilities • Tackling/striking with intent • Continued/escalated disruption • Evading supervision 	<p>Under-developed social skills:</p> <ul style="list-style-type: none"> • Sharing and turn-taking • Friendship skills • Conversational skills <p>Language and communication difficulties</p> <p>Self-regulation difficulties</p> <p>Poor conflict resolution skills</p> <p>Bullying others or being bullied</p> <p>Poor attendance.</p>	<p>Behaviours of concerns, also known as Level 2 behaviours, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include:</p> <ul style="list-style-type: none"> • Physical aggression with intent • Swearing abusively with intent • Discrimination • Racism • Repeated refusal to comply with requests • Harassment • Intentional destruction of property • major disruption causing an unsafe environment • cyberbullying/bullying

Tarro Public School Strategies or Programs across the Care Continuum.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning for staff	<p>Staff are supported with ongoing professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student disruptive, inappropriate or bullying behaviour.</p> <p>Classroom teachers are provided with coaching and support from the school leadership in classroom management fundamentals, understanding behaviour and responding to behaviour. All staff have participated in learning in the Berry Street Education model, focusing on supporting students to develop socially acceptable, safe and positive behaviours. Staff have also</p>	All teaching and non-teaching staff

Care Continuum	Strategy or Program	Details	Audience
		received learning in Zones of Regulation and Grow Your Mind to support students in their social and emotional development and regulation.	
Prevention	Classroom Management	Strong teacher/student relationships. Consistent teacher expectations, routines, modelling and responses to behaviour.	All
Prevention	Teaching and Learning Handbook	Handbook created to support consistency in all school expectations and procedures, including behavioural expectations, response and process	All teaching staff
Prevention	Casual Folders	Folder for each class containing information to support casual teachers in managing specific behaviours in each class as well as provide consistency of behavioural expectations and responses to students.	Casual teachers
Prevention	Learning Dispositions	Schoolwide and classroom systems of support that bring together the whole school community to contribute to developing a positive, safe and supportive learning culture by regularly reinforcing expectations through weekly focus lessons, consistent expectations, language and responses.	All
Prevention	Signage and posters	Signs and posters displayed in playground and classrooms reinforcing behavioural expectations and providing a point of reference for students as well as for staff, when addressing behavioural concerns.	
Prevention	Zones of Regulation	The Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation by categorising different feelings and states of alertness; providing strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, students are supported to develop independent regulation.	All
Prevention	Grow Your Mind	Grow Your Mind builds resilience and supports respectful relationships and consent education. Using neuroscience and storytelling to create innovative and engaging mental health strategies to enhance the social and emotional wellbeing of children, educators and families.	

Care Continuum	Strategy or Program	Details	Audience
Prevention	Curriculum Integration	Using relevant learning programs and activities, mentor texts and multi-media, core messages of kindness, acceptance, social responsibility and friendship are integrated into student learning. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught in Personal Development, Health and Physical Education.	Students K - 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus. These programs contribute to learning about respectful relationships, boundaries and personal safety.	Students K - 6
Prevention	Strong connection with families	Engaging parent involvement through two way channels of communication around school expectations, recognition of positive behaviours and responses to behaviours of concern. Parents are encouraged and requested to be involved in supporting students to meet school expectations for behaviours and social interactions.	Staff and families
Early Intervention	Classroom management	Explicit teaching and modelling of specific skills including behaviour expectations and social skills. Social stories, visual clues and self-regulation strategies (such as brain breaks, positive primers, quiet spaces, opportunity to calm down and bounce back and receive support through co-regulation).	Classroom teachers, families and students
Targeted Intervention	Classroom management	Modify individual expectations and goals for students requiring additional behavioural and self-regulatory support. May include learning support, supported emotional regulation, individualised transition strategies (class to playground, lesson to lesson, grade to grade, school to school).	Classroom teachers, Assistant Principals, students
Targeted Intervention	Individual Support Planning	Behaviour support plans, personalised learning and support plans and Ready to Learn plans.	Classroom teachers, LST, families and students
Individual intervention	<u>Learning and Support Team</u>	The Learning and Support Team works with teachers, students and families to support those students who require personalised learning and support. The team engages with outside agencies to provide guidance and support as required.	Individual students and families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	<u>Attendance</u> support	The LST and Assistant Principals will support students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, and families
Individual intervention	<u>Individual Behaviour Support Planning</u>	This may include developing, implementing, monitoring and reviewing behaviour support plans and risk management plans.	Individual students, parent/carer, LST, Assistant Principals

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

Tarro Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Berry St Education Model, Zones of Regulation and Grow Your Mind consist of evidence-based strategies used daily by staff to teach self-regulation and social skills, reduce impulsivity, increase focus and strengthen peer networks. Planned responses to positive, appropriate behaviour are encompassed within our School Rewards Framework. There are three parts to this:

Part 1 – Classroom and Playground Brights

Brights are given to students for making respectful, responsible choices and for doing their personal best. Brights are what we call the 'fast and frequent' rewards and will be handed out to students on a very regular basis by all staff, in the classroom and on the playground. Each class has a Brights Jar. When students receive a bright, they will place their bright in their class jar. Once the jar is full, the class teacher will negotiate a whole class reward. Rewards will be quick and simple, and students will have a say on what they will be. Rewards could include free time in class, extra play time, an ice block etc.

Once the jar is full and the reward is completed, the brights are placed in a larger whole school box and the class will begin filling their brights jar again for another reward.

Once the whole school box is filled, the whole school will have a reward. This could include fun games, extra play, movie time etc. This system is continuous and no one misses out.

Part 2 – Awards

These awards are for the individual student to achieve.

Merit Awards

Awards are handed out at fortnightly assemblies. Each class teacher can hand out three awards at each assembly for students demonstrating any of the Learning Disposition habits.

Behaviour Management Guidelines

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and the school

Behaviour Management Guidelines (See Appendix 3) in deciding whether a behaviour is teacher managed or executive managed. Staff will 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. The school PBL Consistency Guide supports staff in determining if specific behaviours are low level or of concern.

- **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 our Behaviour / Wellbeing system - School Bytes and include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> • rule reminder • re-direct • error correction • prompts • reteach • seat change • conference with student/s • temporary removal from group or activity • stay in at break to discuss / finish work • time in quiet space to reset • offer bounded choice • time in buddy classroom • support with conflict resolution • supported time to self-regulate with Assistant Principal or Principal • communication with parent/carer. 	<ul style="list-style-type: none"> • rule reminder • re-direct • error correction • prompts • reteach • play or playground re-direction • walk with teacher • temporary removal from area or activity • offer bounded choice • support with conflict resolution between peers • supported time to self-regulate with Assistant Principal or Principal • communication with parent/carer. • Playground plan providing additional supervision and/or temporary separation from combative peer relationships

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 explicitly taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are	1. Refer to school-wide expectations and/or emotional regulation visuals and/or	1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify stage supervisor or other executive ASAP and before the

acknowledged for meeting school-wide expectations.	supports so that the student can self-regulate.	end of the school day and document incident in School Bytes.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer (i.e. Brights, Recognition Board) in a school-wide continuum for acknowledging expected behaviour.	2. Use responses including proximity, signals, non-verbal cues, strategic ignoring, praise, redirection with specific corrective feedback.	2. Executive / Classroom Teacher 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 such as time out. Incident review is scheduled for a later time, determined by the context / nature of the incident.
3. Tangible reinforcers that are: -Free and frequent (Brights, Classroom Recognition Board) -Moderate and intermittent (Assembly Awards) -Intermittent are recorded on School Bytes	3. Use direct responses e.g. rule reminder, re-teach, provide bounded choice, 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 additional information and decisions regarding outcomes on School Bytes and ensure contact is made with parent/carer by email or phone. Executive / Principal may consider further action e.g. formal caution or suspension.
4. Learning Disposition Focus Lessons and Grow Your Mind (School expectations, social and emotional learning lessons) are taught weekly.	4. Teacher records on School Bytes by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the stage supervisor, Assistant Principal-Wellbeing and/or school's Anti-Racism Contact Officer (ARCO).	4. For persistent behaviours of concern, referral to the school's Learning and Support Team may be required, considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support plan.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through email, School Bytes or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies and photos of awarded students are published on the school Facebook page.	Teacher contacts parents by phone or email when behaviours are persistent and/or a range of corrective responses have not been successful. Individual planning and referral to the Learning Support Team may be discussed.	Parent/carer contact is made to discuss any support and behaviour responses. This may include individual planning, referral to the Learning Support Team, school counsellor, outside agencies or Team Around a School.

Responses to Serious Behaviours of Concern

Responses to serious behaviours of concern, including students who display bullying behaviour, are recorded on the School Bytes system.

Responses may include:

- discuss, review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, meeting)
- Reflection and restorative conversation with Assistant Principal or Principal
- Playground Plans
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- refer/monitor the student through the school Learning and Support team
- formal caution to suspend or suspension or expulsion.
- liaise with [Team Around a School](#) for additional support or advice

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 can 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. When necessary, 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.

When 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](#).

Reflective and Restorative Practices

Each of the below responsive strategies are applied as close as possible to the breach in behaviour. They allow the school to provide timely support to students to assist them to achieve the desired behaviour, to reflect on their behaviour and make positive choices. Students are

supervised by a staff member at all times. Toilet and food breaks are always included when withdrawal from free choice play at either lunch or recess break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student and the specific context of the incident.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time in Quiet Space within classroom – a de-escalation strategy that provides opportunity for student to self-regulate and return to learning.	5-10 minutes as required for student.	Classroom Teacher	Not recorded unless frequently required – then on School Bytes
Time in Buddy Class - a de-escalation strategy that provides opportunity for the student to have time away from their own classroom setting when they engage in disruptive behaviours, to self-regulate and then return to learning.	5-10 minutes as required for the student.	Classroom Teacher buddy class teacher and/or Assistant Principal	Not recorded unless frequently required – then on School Bytes.
Time with a Trusted Adult - opportunity for student to have time away from their own classroom setting, to discuss their concerns and how they are feeling, reflect on choices, receive assistance with self-regulation and then return to learning.	As soon as possible for individualised time-frame	Individualised - Coordinated by the classroom teacher, executive or guided by LST	Documented on School Bytes
Self-Directed Time Out - enables a student to remove themselves from a situation or environment that is causing stress or escalation in disruptive behaviour, to prevent further escalation and provide opportunity for the student to regulate their emotions and behaviour. Referred to as calm down time, this strategy is used with teacher permission and students go to a pre-arranged room or area where supervision and support is available.	As soon as possible for individualised time-frame	Individualised - Coordinated by the classroom teacher, executive or guided by LST	Documented on School Bytes
Restorative Discussions – a teacher-led discussion to support students in resolving conflict, reflecting on choices, empathising with each other, understanding each other's points of view and experiences and repairing friendships / social structures.	Same day or next day at either lunch or recess break	Assistant Principal or classroom teacher	Documented on School Bytes

Playground Plan – appropriate restrictions from free choice play and allocation to specific play location/s for supervised play following persistent inappropriate, dangerous or anti-social behaviours. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices in the playground in the future.	Each break, for individualised period of time.	Assistant Principal	Documented on School Bytes
Suspension	As required, as per policy: Suspension and Expulsion Procedures	Executive staff	School Bytes, ERN and formal written communication with parents/carers

Review dates

Next review date: 6/11/2025: Week 8 Term 4, 2025

Bullying Response Flowchart

The following flowchart explains the actions Tarro 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 1

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.

APPENDIX 2: Merit Award



MERIT AWARD



for

Class Teacher



Bright Star Token

	Bright Star			Bright Star	
	Teacher signature			Teacher signature	
_____			_____		
	Bright Star			Bright Star	
	Teacher signature			Teacher signature	
_____			_____		

APPENDIX 3

Tarro Public School

Behaviour Management Guidelines

