

Teralba Public School – School Behaviour Support and Management Plan 2025

Overview

At Teralba Public School, we believe that every child has the right to an outstanding education within a safe, supportive, and inclusive environment. A key to our success is that students and staff feel respected, valued and safe creating the conditions where everyone can thrive both academically and personally.

Our school values of Safe, Outstanding Achievers who Show Respect underpin all that we do. We are committed to explicitly teaching and modelling positive behaviour, and we take pride in fostering a culture where every student is encouraged to be their best self.

Students at Teralba Public School are supported by a dedicated and skilled staff team who work collaboratively to meet the needs of every learner. This includes our School Wellbeing Officer, who plays an integral role in supporting students' social and emotional development and ensuring a strong sense of belonging across the school.

We take a positive, proactive approach to behaviour, using data to guide the explicit teaching of school expectations and to identify areas for support. Positive behaviour is consistently recognised and celebrated through our 'feathers' PBL rewards system, regular assembly awards, and whole-school rewards.

At Teralba, student wellbeing is the foundation for learning. We believe that when students feel safe, connected, and supported, they are empowered to become respectful, responsible, and successful learners—ready to achieve excellence in all areas of school life and beyond.

Staff, students, parents and carers, had opportunities to have input into this plan. It was also written in conjunction with:

- [Wellbeing framework for schools](#) (2015)
 - [School planning and reporting - Teralba Public School](#) (2022-2025)
 - [Rules and policies - Teralba Public School](#) (2024-2025)
 - [Behaviour code for students](#) (2024)
 - [Detention and time-out procedures](#) (2024)
 - [Suspension and expulsion procedures](#) (2024),
- and other supporting policies from the New South Wales Department of Education.

Partnership with parents and carers

Teralba Public School has a strong and valued connection with its community. Parents and carers are invited to contribute to the development and implementation of the school's Student Behaviour Management Plan and Anti-Bullying Strategies through a range of meaningful opportunities, including:

- Providing feedback through formal and informal channels such as the *Tell Them From Me* survey, school-based surveys, reference groups, and consultation with the P&C and/or local AECG.
- Offering ongoing anecdotal feedback, which will help inform future reviews and refinements of this plan.

Teralba Public School communicates its expectations and values through multiple avenues, including regular newsletters and updates, the school website, the Kindergarten Transition Program, enrolment interviews, and parent information sessions.

Staff at Teralba take a collaborative and transparent approach, working closely with parents and carers to build a shared understanding of how to best support student learning, physical and emotional safety, and wellbeing. Our practices align with the NSW Department of Education's School Community Charter, which underpins our commitment to respect, partnership, and positive communication.

Student Voice

Our student body is represented by a group made up of;

- ✓ School Captains
- ✓ Sports Captains
- ✓ SRC Leaders

This group meets regularly with school staff and are encouraged to provide feedback about school behaviour expectations and wellbeing. Adjustments are made as a result of this feedback where appropriate.

School-wide expectations and rules

All members of our school community have agreed that, in order to be Safe, Outstanding Achievers who show Respect (SOAR).

<i>Safe</i>	Outstanding Achievers	Respect
Right spot, Right time	Actively participate	First time, every time
Body to self	Strive for quality	Friendly faces, voices & words
Move considerately	Celebrate success	Care for people, places & things
Play by agreed rules	Make responsible choices	First time, every time

Definitions

Behaviour of concern	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, developmentally appropriate behaviour.
Bullying	Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm
Reflection	Reflection is a disciplinary consequence that schools may use to address inappropriate student behaviour. Reflections are applied as close as possible to the breach in behaviour. It allows 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. The student is always supervised by a staff member.
Time-out	Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student 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.

Roles and Responsibilities

Public Schools , including Directors, Educational Leadership and Delivery Support Team Around a School:

- ✓ provide proactive and responsive specialist advice and support for schools in the development, implementation and monitoring of the SBSMP

Principal:

- ✓ lead the school community in developing, implementing and monitoring the SBSMP
- ✓ facilitate the annual review of the SBSMP
- ✓ ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate.

School executive, teachers, school learning support teams and school support staff:

- ✓ contribute to the development, monitoring and review of the SBSMP, as appropriate
- ✓ implement the processes and strategies within the SBSMP.

Parents or carers:

- ✓ work in partnership with the school to implement the SBSMP, supporting their child to abide by the Behaviour Code for Students , resolving issues about their child's behaviour, and communicating with

school staff and the school community respectfully and collaboratively consistent with the School Community Charter.

- ✓ Be involved in consultation with the school during the development, monitoring and review of the SBSMP, as appropriate.

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

Teralba Public School recognises that student behaviour is dynamic, and responses will vary for individual cases and students. Rules and interventions can relate to:

- ✓ All students – creating safe and respectful learning and play environments for all students (Universals – Tier 1)
- ✓ Some students – providing early interventions and targeted support for individuals or groups of students who are at risk of developing negative behaviours (Tier 2).
- ✓ A few students – support for students with complex and challenging behaviour needs through intense, targeted, individual interventions (Tier 3).

Care Continuum	Strategy or Program	Details	Audience
Prevention	A Positive Behaviour for Learning Approach	The Teralba Public School PBL approach includes clearly defined expectations, explicit teaching of expectations in all school settings, consistent positive feedback, continuum of strategies to respond to inappropriate behaviour, and ongoing monitoring and evaluation.	All
Prevention	Zones of Regulation	A mindfulness approach to allow students to identify their feelings and how they are triggered. Complements The Anxiety Project strategies.	K-6
Prevention	Child Protection	A mandatory part of the syllabus which covers problem behaviours such as physical and emotional abuse.	K-6
Prevention	Extra-curricula activities	A range of activities are offered across each week which are linked to students' interests and/or skills (such as sport, Star Struck, dance, choir, computers, library).	K-6

Care Continuum	Strategy or Program	Details	Audience
Prevention	SRC Leaders	Each class elects two students as SRC students per semester to voice concerns to staff.	K-6
Early intervention	SLSO Support	Where possible SLSO timetable will include support for unfunded students who require additional behaviour support in the classroom and/or playground.	LaST, SLSOs, LST
Early/Targeted Intervention	eSafety Commissioner	The website and resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	Stages 2 & 3 students and parents.
Early/Targeted Intervention	Police Community Youth Liaison	Engaged to offer advice and link between school expectations and behaviour norms across the broader community.	Stage 3 students and parents
Targeted Intervention	Learning Support Team (LST)	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted Intervention	School Wellbeing Officer	The Learning and support team work together to identify students or groups of students to work with the SWO on a regular basis in order to support student needs.	LaST, SWO, All students.
Targeted intervention	SLSO Support	Students who qualify for Integration Funding Support are provided with individual or small group support commensurate with such funding. SLSOs work under the direction of the LST, LaST and classroom teachers.	LaST, SLSOs, LST
Targeted Intervention	Attendance Support	The LST, individual teachers, principal or the attendance coordinator can identify and refer students to the attendance co-ordinator who will implement the school attendance policy, contact HSLO and develop strategies to improve school attendance and engagement.	Individual students and their families, Attendance coordinator, HSLO, LST.
Targeted Intervention	Anti-racism Contact Officer (ARCO)	ARCO works closely with other school staff to ✓ Promote inclusive education, ✓ Support complaints handling regarding racism, ✓ Monitor incidents of racism.	K-6 Trained ARCO

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual Behaviour Support Planning	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response, and risk management plans. It will also include calling upon the Team Around The School support provided by departmental staff.	Individual students and their families, LST, LaST, Team Around the School.

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

All staff are encouraged to have regular positive interactions with as many students as possible each day. We recognise that we are not just responsible to the students in our own class, we can have a positive impact on the lives of all students. All members of staff reward positive behaviour through positive feedback and implementation of the school reward system (feather, assembly awards, and post cards etc). Planned rewards for appropriate behaviour can include special clothing days, extra playtime, movie days, etc. The rewards are planned in collaboration with students. PBL rewards day occur each term to celebrate good behaviours. All students participate in these days to the level that they achieved.

Responses to behaviour that does not meet school expectations are either teacher or executive managed. Teachers are encouraged to manage behaviour issues as often as possible, however 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 behaviour that is challenging, complex or unsafe and requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. See Appendices 2 & 3.

- ✓ 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 may include (but are not limited to),

<i>Classroom</i>	<i>Non-classroom setting</i>
Regular referral to SOAR expectations	Regular referral to SOAR expectations
Referral to PBL lesson	Referral to PBL lesson
Re-direct	Re-direct
Offer choice	Offer choice
Error correction	Error correction
Prompts	Prompts
Reteach.	Reteach
Seat change	Play or playground re-direction
Stay in at break to discuss/ complete work	Walk with teacher

Conference	Walk and talk with executive on roaming duty
Walk and talk with executive on roaming duty	Communication with parent/carers
Communication with parent/carers	

Students are motivated in a variety of ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. Teralba Public School strives to understand the motivations of all students and respond with appropriate intrinsic and extrinsic rewards and consequences that help students focus on positive behaviour.

<i>Prevention</i> <i>Responses to recognise and reinforce positive, inclusive and safe behaviour</i>	<i>Early Intervention</i> <i>Responses to minor inappropriate behaviour</i>	<i>Targeted/Individualised</i> <i>Responses to behaviours of concern</i>
PBL expectations is displayed in all areas of the school and referred to regularly. They are shared with parents/carers for use at home to encourage a shared understanding.	Refer to PBL expectations and student asked to identify the rule that they are failing to display.	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.
Behaviour expectations are taught regularly and students are involved in the development of lessons.	Refer to PBL lesson and remind student of behaviour expectations that were identified.	Teacher/Executive 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.
Staff engage in as many positive interactions with students as possible each day.	Refer to Zones of Regulations if appropriate or individual education/behaviour plan.	School Bytes entry completed by the teacher or first to respond and passed to Executive to respond in reflection room
Students are presented with assembly awards or PBL feather awards (every 50 feathers)	Remind students of the rewards for positive behaviour and reinforce that they can still earn the reward.	Executive collects information and reviews the incident from multiple perspectives to determine next steps.

Students are acknowledged for meeting school-wide behaviour expectation and rules by all staff regularly	Strategies outlined in Table 1.	Executive to contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
Students earn a jointly identified series of whole-school rewards after targets are met.	Reflection room form completed and sent home, details entered in Schoolbytes.	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.

<i>Prevention</i> <i>Parent/Carer Contact</i>	<i>Early Intervention</i> <i>Parent/Carer Contact</i>	<i>Targeted / Individualised</i> <i>Parent/Carer Contact</i>
Teacher makes regular contact with parents/carers using phone, email, parent portal, personal contact, etc to celebrate positive behaviour. Contact is recorded in School Bytes.	Teacher contacts parents/carers by phone or in person when a number of incidents have occurred and/or when corrective measures have not been successful. Contact is recorded in School Bytes. Referral to LST may be required.	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. Executive/Principal contacts parent in person to discuss suspension warnings that may be issued. Contact is recorded in School Bytes.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded in School Bytes. Responses 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.

[Teralba Public School Anti-Bullying Education and Response](#)

Bullying behaviour involves;

- the intentional misuse of power in a relationship AND
- is ongoing and repeated AND
- involves behaviour that can cause harm.

Teralba Public School takes a proactive stance against Bullying. Child protection lessons involve anti-bullying and dealing with behaviour that students find uncomfortable are taught each year. Special presentations may also be engaged if the need arises.

The Department of Education's Bullying of Students - Prevention and Response policy has been removed as preventing and responding to student bullying behaviour is now included in the Student Behaviour policy. Any instances of bullying or cyber-bullying at Teralba Public School will be dealt with as part of our Student Behaviour Support and Management Plan.

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. Our school's response to bullying and/or cyber-bullying is outlined in Appendix 1.

[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](#).

Teralba Public School records all positive and negative incidents in School Bytes in accordance with the above NSW Department of Education policies and procedures.

Detention, reflection and restorative practices

Adequate time will always be allowed for food and toilet breaks. The maximum length of time spent in detention will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Buddy class (Sent to another classroom to complete unfinished work)	Until next break or 30 minutes (whichever is shorter) or until work is completed.	Teacher	School Bytes entry
Time out to reset on veranda or COLA outside staff room/principal's office	5 to 10 mins	Teacher/SLSO	School Bytes entry
Walk and talk with executive on roaming duty	Lunch	Teacher and Assistant Principal	School Bytes entry
Reflection room	Recess	Assistant Principal	School Bytes entry
Time off playground with principal	Recess and/or lunch	Teacher, Assistant Principal, Principal	School Bytes entry

Review dates

Last review date: **July 2025, Day 1 Term 3.**

Next review date: **January 2026, Day 1 Term 1**

Appendix 1: Behaviour Consistency Guide 2025



BEHAVIOUR CONSISTENCY GUIDE

We **SOAR** by being...

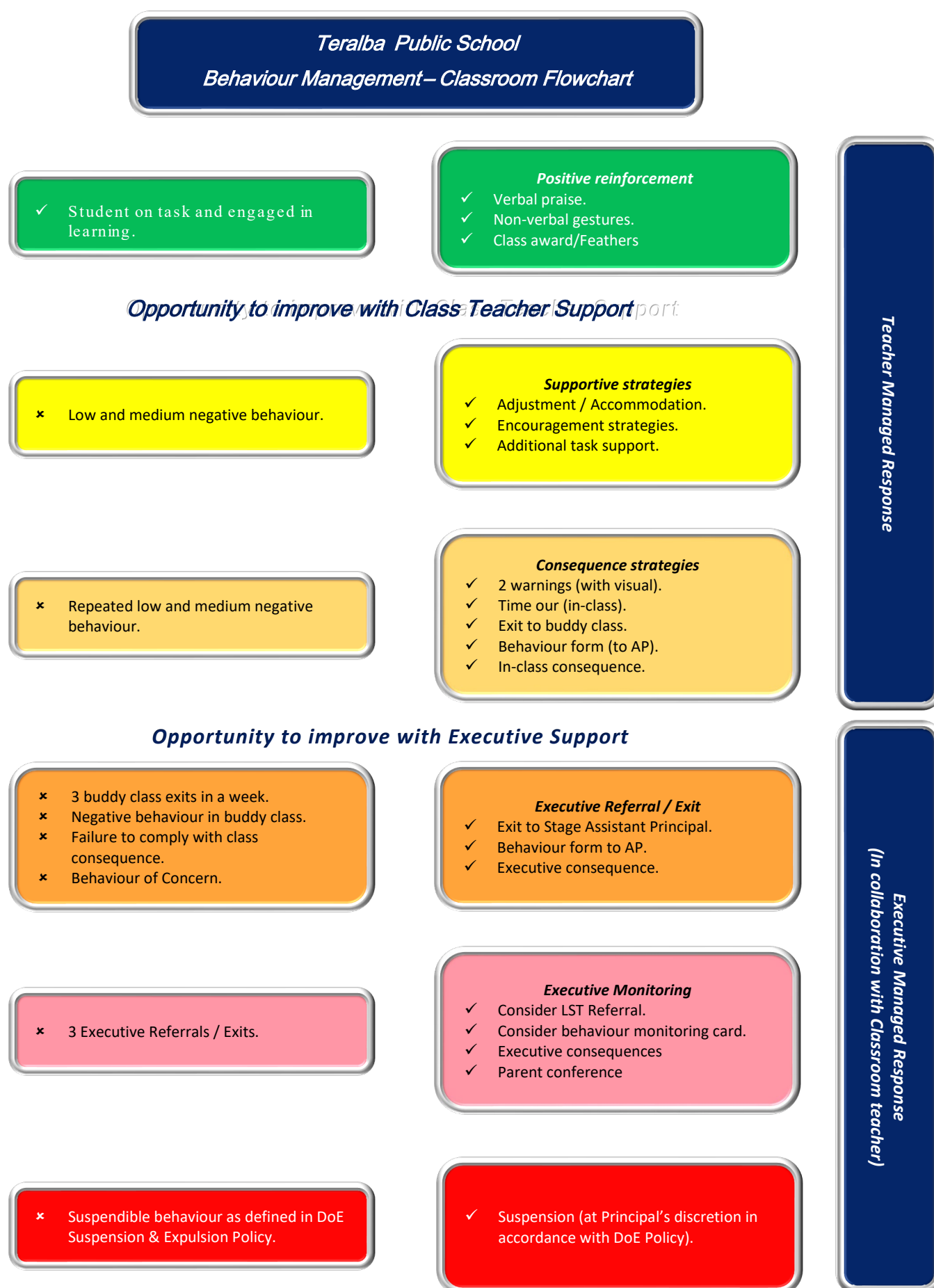


	Safe Right Spot, Right Time Move Considerately Hands and Feet to Self Play by Agreed Rules	Outstanding Achievers Actively Participate Strive for Quality Celebrate Success Make Responsible Choices	who show Respect First Time, every time Friendly Faces, Voices and Words Fair Play in all Spaces Care for People, Places and Things
Purple Outstanding Student	Being resilient Consistently safe in all areas	Achieving your personal best Consistently trying to reach your goals (*5 feathers)	Consistently demonstrating empathy and interpersonal skills
Pink Role Model	Consideration for others Being patient	Self-directed learner Responding and providing feedback (*3 feathers)	Care for self, others and the environment
Green Ready to learn	Move safely Hands and feet to yourself Think before you act	Do your very best Be prepared to learn Never give up	Listen carefully Uses manners Look after equipment
Behaviours that uphold and model our Core Values Above the line Rewards are in place			
Behaviours that are not consistent with our Core Values Below the line Consequences are to be expected			
Yellow Teacher Correction	Unintentional, minor or unsafe physical contact Wandering or being OOB with cause Leaving supervised area but prompt return	Off task behaviours Slow to begin learning tasks Minor interruptions to other's learning Talking over the teacher	Swearing as a muttering or exclamation Unkind language Isolated name calling, gossiping, putdowns or exclusions Slow to comply with instructions Borrowing of equipment without permission
Orange Warning	Intentional contact- pushing/shoving/grabbing Pursuing or provoking with intent on conflict Wandering or being OOB without cause Leaving supervised area without prompt return Moving in a way that affects the safety of others	Deliberately ignoring instructions, affecting other's learning Off task behaviours affecting whole class learning Refusal to participate in learning when supported	Repeated swearing as a muttering or exclamation Repeated name calling, gossiping, putdowns or exclusions Disrespectful tone or manner but eventual compliance Refusal to comply with staff instructions when supported
Red 	Tackling/striking (open hand or closed fist) with intent to harm Repeated physical contact- pushing/shoving/grabbing/kicking/barging Threatening harm to others- Including throwing objects intentional Intentional climbing and refusal to follow safety instructions Spitting at somebody or in the direction of another person OOB with intent or non-compliance to move from OOB (including leaving class)	Repeated behaviour affecting whole class learning after support is provided Refusal to participate or remain on learning after support is provided Misuse of technology	Intentional swearing in response to student or staff situation Sustained documented name calling, gossiping, putdowns or exclusions Repeated refusal to comply with staff instructions when support is provided Repeated argumentative or disrespectful language Stealing, damaging or graffitiing equipment

Appendix 2: Bullying Response Flowchart



Appendix 2: Behaviour Management – Classroom Flowchart



Appendix 3: Behaviour Management – Playground Flowchart

