

Overview

Terranora Public School is dedicated to explicitly teaching and modelling positive behaviour while supporting all students. We aim to foster excellence, opportunity and success for every student, every day. We are committed to developing respectful, responsible learners within a safe and nurturing learning environment.

Our practices are based on the principles of positive behaviour support, inclusive and trauma-informed approaches and social and emotional learning. We set and uphold high expectations for student behaviour through role modelling, explicit teaching and structured responses. Social and emotional learning is prioritised, which supports good mental health, positive relationships and the prevention of bullying.

Terranora Public School is dedicated to providing a safe, inclusive and respectful environment that supports student wellbeing. Our staff use evidence-based approaches to foster a positive atmosphere where harmful behaviours are less likely to happen.

Everyone in our school community plays an active role in building a welcoming culture that respects diversity and encourages good relationships. We promote respectful relationships and an understanding that negative behaviour, whether in person or online, is not acceptable. Our commitment to maintaining and supporting positive student wellbeing practices is embedded in our School Excellence Plan.

Partnership with parents and/or carers

Terranora Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by liaising with our community and the Terranora Public School P&C Association.

Terranora Public School will communicate these expectations to parents/carers through established channels, including the school newsletter, school assemblies, School Bytes Portal, social media, at Terranora Public School P&C Association Meetings and the 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.

School-wide expectations and rules

Terranora Public School has the following school-wide values and expectations: To be respectful, engaged and safe learners. Each area of our school has clear expectations that outline how students should behave and how teachers can demonstrate these behaviours. These expectations can be summarised as:

Respectful Learner	Safe Learner	Engaged Learner
Show kindness and empathy	Follow school and class expectations	Be prepared and ready to learn
Respect and appreciate others	Move and play safely	Try your best and persevere
Be polite and use manners	Be responsible and sensible	Ask for help and support others
Act with honesty and fairness	Respect personal space	Actively participate in activities
Take care of property and belongings	Care for yourself and others	Listen and follow directions

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>.

Whole school approach across the care continuum

Terranora Public School embeds student wellbeing and positive behaviour approaches in practices across the care continuum to promote positive behaviour and respond to behaviours of concern. These approaches and strategies are built on a foundation of evidence-based effective practices that set the tone for engagement with learning and respectful relationships. These practices include:

- clearly stating and explicitly teaching school values and expectations across all school settings
- establishing predictable routines and procedures that students understand
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging and addressing inappropriate behaviour
- providing active supervision of students to ensure safety
- maximising opportunities for active engagement with learning
- delivering thoughtfully structured, engaging lessons that offer students opportunities to make choices
- differentiating learning content and tasks to meet the needs of all learners.

These practices help support a positive school culture where everyone can thrive. Terranora Public School is committed to explicitly teaching and modelling positive behaviour and supporting all student to engage in their learning. Students may require varying supports and intervention delivered in different ways along the care continuum, to best meet their needs.

Care continuum programs at Terranora Public School

Care Cont.	Strategy or Program	Details	Audience
Prevention	Transition	<ul style="list-style-type: none"> School tours, transition programs and parent and carers information sessions, with school-based documentation Engagement with early childhood settings, previous schools/centres and allied health personnel and services Transition support at all key transition points including transition programs/visits with local high schools Small group transition support P-K and 6-7 AURORA Learning Community student events Year 6 students as Buddies to support our Kindergarten students transition to school 	<ul style="list-style-type: none"> Students Early Childhood Centres Parents and Carers/ OSHC Agencies Prospective families Learning Community Staff
Prevention	Whole School Systems	<ul style="list-style-type: none"> Department of Education Wellbeing Framework and policy implementation Communication of school values and expectations via School Bytes, social media, P&C meetings and the school website Risk Management procedures Support Plans completed and shared with key stakeholders for: Individualised Education Plans for students with disability and/or with additional needs (eg: EAL/D, Itinerant Support for Hearing, Social and Emotional Support), Personal Learning Pathways for First Nations students, Health Care Plans, Toileting Plans and Adjustment Registers 	<ul style="list-style-type: none"> Parents and Carers/ OOHC Agencies Prospective families Staff Executive Learning and Support Team (LaST)
Prevention	Playground / Classroom Interventions	<ul style="list-style-type: none"> Quiet (ball-free) playground areas A Weekly Behaviour Focus to explicitly teach positive student behaviour in line with school values and expectations Implementation of school-wide Terranora Tickets program to recognise and reinforce positive student behaviour Provision of Learning and Support Staff where required Strategic resourcing of innovative playground areas and purchasing of shared toys and educational playground resources (eg: sport equipment, sand play toys, lawn games) Lunch break early in the day, to support students eating a wholesome larger meal earlier in the day. Water stations provided. 	<ul style="list-style-type: none"> Students Teachers Executive LaST
Prevention	National Week of Action (NWA)	<ul style="list-style-type: none"> Our school participates in the annual National Week of Action against Bullying and Violence in August each year 	<ul style="list-style-type: none"> Staff Students K-6

Prevention	Child protection	<ul style="list-style-type: none"> • Delivery of mandatory Child Protection education K-6 	<ul style="list-style-type: none"> • Students K-6
Prevention	BroSpeak SistaSpeak	<ul style="list-style-type: none"> • Delivery of cultural mentoring programs by trained staff members at our school teaching the importance of Aboriginal and/or Torres Strait Islander culture and education while fostering a strong sense of identity, resilience and leadership for First Nations students 	<ul style="list-style-type: none"> • First Nations students • 3-6
Prevention	Student Voice	<ul style="list-style-type: none"> • We recognise that student voice plays a crucial role in fostering a positive school culture, promoting leadership and ensuring all students feel heard and valued • Providing opportunities for students to contribute to decision-making and initiatives, empowering them to take ownership of their learning and school environment • A key avenue for student voice is the Student Leadership Team, which consists of elected student leaders chosen by their peers from years 2-5. These students serve as role models and advocates, representing their classmates and supporting school initiatives • This extends to our SRC Representatives in each class who are elected by their class peers who play a similar role at class level 	<ul style="list-style-type: none"> • Staff • Selected students 2-6 • Leadership teams
Prevention / Early Intervention	Classroom Management and Routines	<ul style="list-style-type: none"> • All staff have high expectations of student behaviour across all school settings • Explicit teaching of school values, expectations and understanding emotions • School values displayed • Positive reinforcement – Terranora Ticket • Consistent communication and professional learning for staff of values, expectations, Trauma Informed Practices and related support documents • Monitor behaviour in School Bytes • Provide break out spaces and calm down/reset spaces • Differentiated learning adjustments • Initiate buddy class and AP support • Communicate concerns to AP • Refer to the Learning and Support Team 	<ul style="list-style-type: none"> • Students • Staff • Casual staff
Prevention / Early Intervention	Trauma Informed Practice	<ul style="list-style-type: none"> • All staff trained in Trauma-informed practice - a strengths-based framework in which school staff learn to understand, recognise and respond to the impact of trauma on students' relationships, behaviour and learning • Staff provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviour in all settings 	<ul style="list-style-type: none"> • Staff

All Levels	Australian eSafety Commissioner Toolkit for Schools	<ul style="list-style-type: none"> The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community in creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying 	<ul style="list-style-type: none"> Staff Students K - 6
All Levels	Online Guardians / Police Youth Liaison Officer	<ul style="list-style-type: none"> Providing the most recent and relevant education to the community by implementing evidence-based practices that highlight trends and cultures. Education is tailored to the school to ensure parents are informed about their children's data, stories and experiences, fostering collaboration towards positive change. 	<ul style="list-style-type: none"> Staff Parents/carers
Early / Targeted Intervention	Reminder Reflection, Referral	<ul style="list-style-type: none"> Whole school behaviour management early intervention program that responds to behaviours of concern through a continuum of strategies and provides targeted support to encourage positive behaviours 	<ul style="list-style-type: none"> Staff Students K - 6
Targeted / Individual Intervention	LaST	<ul style="list-style-type: none"> The LaST works with teachers, students and families to support students who require personalised learning and support 	<ul style="list-style-type: none"> LaST Individual students Families Staff
Targeted / Individual Intervention	School Counsellor	<ul style="list-style-type: none"> The School Counselling Service plays a crucial role in supporting students. They support students by collaborating with education and external practitioners and other agencies to provide multidisciplinary student mental health support. The School Counselling Service contributes to the social, emotional and academic development of students in consultation with families and staff 	<ul style="list-style-type: none"> Individual students Parent/carers LST Staff School Counsellor
Targeted / Individual Intervention	Attendance support	<ul style="list-style-type: none"> Assistant principals and Home School Liaison Officers monitor student attendance and support students, families and teachers to address barriers to improved attendance and set growth goals 	<ul style="list-style-type: none"> Individual students Home School Liaison Officer Staff
Individual intervention	Individual behaviour support planning	<ul style="list-style-type: none"> This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans 	<ul style="list-style-type: none"> Individual students Parent/carers LST Staff School Counsellor

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

Terranora Public School has a restorative approach to behaviour. This means students are expected to take responsibility for their actions, understand the impact of their behaviour and be willing to work with staff to find solutions. It is not about punishment. Instead, we use restorative justice practices, which involve open conversations and collaboration among students, families and staff. This approach helps ensure everyone in our school community feels respected and committed to each other's wellbeing.

Our goal is to reduce exclusions, disruptive behaviours, conflicts, bullying and minor disruptions. We aim to enhance positive behaviour, learning opportunities for everyone, student attendance and overall educational outcomes.

Identifying behaviour of concern, including bullying and cyberbullying

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

Terranora Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying 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. Students who have been bullied will be offered appropriate support.

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

At Terranora Public School, the Reminder, Reflection and Referral system is a whole-school behaviour management program that uses a range of strategies to address behaviours of concern and support positive behaviour.

Strategy	Who? When/how long?	How are these recorded?
Reminder – This may look like: <ul style="list-style-type: none"> a brief discussion with the student reminding them of school values and expectations error correction, redirecting the student, offering choices and providing prompts monitoring behaviour in School Bytes applying a minor consequence if required contacting parents and/or carers. Possible Responses: <ul style="list-style-type: none"> verbal warning / explanation of choices / restating expectations time out / sent to another classroom teacher or assistant principal discussing the issue or finishing work during break time. 	<ul style="list-style-type: none"> Teacher, Assistant Principal, SLSO Immediately 10 minutes 	<ul style="list-style-type: none"> May be documented in School Bytes
Reflection – This may look like: <ul style="list-style-type: none"> a structured debriefing and planning session using a reflection sheet after a behaviour of concern or a crisis event with a student to provide an opportunity for restorative conversations led by the assistant principal on reflection duty, aimed at developing, strengthening, repairing and maintaining appropriate behaviours the reflection sheet is sent home for the student to discuss with their parents and obtain a signature, ensuring parental involvement in the process the student returns the signed reflection sheet to the class teacher contacting parents/carers. Possible Responses: <ul style="list-style-type: none"> further investigation into the incident age and/or incident-appropriate consequences / relearning of expectations warning of possible referral for more serious actions. 	<ul style="list-style-type: none"> Assistant Principal Next day at either lunch or recess break Age appropriate length of time 	<ul style="list-style-type: none"> Documented in School Bytes
Referral – This may look like: <ul style="list-style-type: none"> student involved spending time with assistant principal and/or principal to provide support for the student and ensure safety and wellbeing of all a structured debriefing and planning session using a reflection sheet after a behaviour of concern or a crisis event with a student to provide an opportunity for restorative conversations led by the stage assistant principal and/or principal, aimed at developing, strengthening, repairing and maintaining appropriate behaviours the reflection sheet is sent home for the student to discuss with their parents and obtain a signature, ensuring parental involvement in the process the student is required to return the signed reflection sheet to the class teacher as a confirmation of the discussion with their parents communication and collaboration with parents/carers through phone calls, emails, or meetings to ensure a unified approach to managing the behaviour appropriate response/s, including optional supports determined Possible Responses / Optional Supports: <ul style="list-style-type: none"> withdrawal from playground and/or class to enable behaviour reflection determine appropriate responses, including optional supports such as a Behaviour Card and/or Action Plan tailored to the student's needs referral to and monitoring through the Learning and Support Team for additional support and intervention strategies teaching of positive replacement behaviours and making supportive adjustments formal caution regarding suspension, suspension, or expulsion. 	<ul style="list-style-type: none"> Assistant Principal, Principal Next break Age appropriate length of time 	<ul style="list-style-type: none"> Documented in School Bytes
Restorative Practices Restorative conversations will vary depending on the student, setting, behaviour(s) of concern and context. Staff use restorative language, questioning and phrasing when addressing a student exhibiting behaviours of concern. This is completed in a calm, supportive and understanding way that reinforces the Behaviour Code for Students. These conversations are recorded in School Bytes. N.B. Toilet and food breaks are always provided. The maximum length of time for reflection, referral and restorative conversations varies and will be appropriate to the age/developmental level of the student.		

School Anti-bullying Plan

What Is Bullying?

Bullying is characterised by three main features:

- It involves intentional misuse of power in a relationship.
- It is ongoing and repetitive.
- It encompasses behaviours that can cause harm.

Bullying can also take place online, referred to as cyberbullying. This involves using technology, such as the internet or mobile devices, to harass someone. Examples include sending abusive texts and emails, posting hurtful messages and leaving inappropriate comments on others' photos.

Any form of bullying is unacceptable in NSW schools, regardless of the circumstances. Terranora Public School is dedicated to collaborating with parents and students to prevent bullying and to respond swiftly and effectively if it occurs.

Our school denounces all forms of bullying, including cyberbullying, by implementing evidence-based approaches to foster a positive environment where all students' feel safe and recognised. This commitment aims to create a school culture where bullying is less likely to occur.

All members of our school community play an active role in building a welcoming school culture that values diversity and fosters positive relationships. A cornerstone of this supportive culture is the emphasis on respectful relationships and the understanding that bullying is unacceptable, both online and offline. School staff are committed to actively responding to any instances of bullying behaviour.

At Terranora Public School, we have developed school expectations and guidelines for how to address inappropriate behaviour, guided by our core values: Respectful Learners, Engaged Learners and Safe Learners. Our Anti-Bullying Plan is an integral part of our School Behaviour and Support Management Plan. It has been developed using the guidelines from the Bullying of Students – Prevention and Response Policy and other NSW Department of Education support resources. This plan is reviewed annually.

To encourage a positive school culture and effectively address bullying, we urge Terranora community members to **'Be Bold, Be Kind and Speak Up'** against bullying.

Resources:

[Behaviour Code for Students](#)

[eSafety Commissioner](#)

[Bullying No Way](#)

Our school engages in the following practices to reduce and respond to such incidents.

Strategy

Staff are required to:

- follow our weekly behaviour focus to provide explicit teaching of positive behaviours and engage students in discussions about bullying and behaviour expectations
- be vigilant in identifying signs of distress or if bullying has been reported
- actively patrol during supervision to minimise incidents
- report bullying incidents to appropriate staff members
- follow established procedures outlined below to address and manage bullying behaviour.

Students are required to:

- understand the definition of bullying
- be proactive in supporting their peers and involve all students in activities
- use appropriate strategies to resolve disagreements
- be an upstander, not a bystander and report any instances of bullying.

Parents are required to:

- be familiar and supportive of the existing school guidelines and procedures
- have open and healthy lines of communication with their child's class teacher to address any issues or concerns in an appropriate way.

Bullying Response Procedures

To address instances of bullying behaviour, the following actions may be undertaken as needed:

- the bullying incident is identified and/or reported to the teacher
- the investigating teacher discusses the issue with the students involved
- the behaviour is documented online in School Bytes and the student whose behaviour is deemed unacceptable attends a structured Reflection session for debriefing and planning
- the student is encouraged to acknowledge and take responsibility for their behaviour, with implications clearly outlined if the behaviour continues
- parents are informed about the incident
- the behaviours of the involved students are observed and monitored after the intervention
- check-ins are conducted with the student who was targeted to assess their wellbeing
- if the student reoffends, the class teacher, stage supervisor, or principal will arrange a meeting with the parents
- other actions in line with NSW Department of Education policy may be implemented, including potential suspension if necessary.

Bullying Response Flowchart

The following flowchart explains the actions Terranora Public School staff may take when they receive a report about student bullying, including bullying which may have occurred online. 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.



Review dates

Last review date: Term 3, 2025

Next review date: Term 1, 2026