

Teven-Tintenbar Public School Behaviour Support and Management Plan

Overview

At Teven-Tintenbar Public School we abide by our school motto, Respect-Responsibility-Results, to create an inclusive environment where every student has the opportunity to reach their potential. We engage our students in learning programs that encourage them to become confident, resilient, reflective learners. Teachers, students and their families work collaboratively to maintain high expectations in a supportive environment where every child is known, valued and cared for.

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.

Partnership with parents and carers

Teven-Tintenbar Public School partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

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

Teven-Tintenbar Public School will communicate these expectations to parents/carers through the school newsletter and school website.

School-wide expectations and rules

At Teven-Tintenbar Public School, we have school-wide expectations. These are reflected through our ICARE values.

Each week class teachers hand out ICARE bookmarks to students at weekly assembly. Students who collect one each of the ICARE bookmarks, bring them in and are awarded a large ICARE award. Once students have 3 large ICARE awards they are awarded an ICARE Medal and a morning tea with the principal. When 3 ICARE medals are awarded, an ICARE Trophy is issued. Awards are continuous and carry over for each year of schooling.

ICARE values
I - Integrity
C - Cooperation
A - Acceptance
R - Respect
E -Excellence

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 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 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 communicated clearly to students
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- providing active supervision of students
- 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	ICARE Values	ICARE values is an evidence-based framework that contribute to developing a positive, safe and supportive learning culture. ICARE = Integrity / Cooperation / Acceptance / Respect / Excellence	Whole School
Prevention	Wellbeing Check In / Check Out	Each classroom has a Check in and Check out system in place to gauge the wellbeing or emotional state of each student. Interventions take place according to need.	Whole School
Prevention / Early Intervention	Attendance Matters	Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. In partnership with parents, we promote the regular attendance of students. We are working towards rewarding students for improved individual	Whole School

Care Continuum	Strategy or Program	Details	Audience
		attendance rates, Students will be rewarded for 90% or higher attendance rates. Communication with parents and community is via Facebook, newsletters and school assemblies.	
Prevention / Early Intervention	Zones of Regulation	The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.	Whole School
Early Intervention	Classroom Management	Teachers are responsible for managing day to day behaviours in their classroom and have expectations which are negotiated with students.	Whole School
Targeted Intervention	Happy Healthy Kids Social Emotional Learning Programs	Social emotional learning is an integral part of education and human development. SEL involves children, young people and adults to gain and effectively apply awareness, skills and attitudes to develop strong and healthy identities, set and achieve positive goals, manage emotions, feel and show empathy, create and uphold caring relationships, and make responsible and considerate decisions.	Student Cohorts
Targeted Intervention	Rock and Water program	A series of exercises and games are practised to develop confidence and self-reflection. The program has a strong appeal to students who enjoy the active nature of the many games and drills. Students learn to stand strong, negotiate using “rock” or “water” verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.	Student cohorts
Targeted Intervention	Seasons for Growth	Seasons for Growth helps children, young people and adults build the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss. Students explore the impact of change and loss and learn about ways to adapt and respond well to experiences of grief. They are supported through building their communication, decision making and problem-solving skills within the context of a safe and supportive peer group learning environment.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Stormbirds	The Stormbirds program creates a safe space for children and young people to practice new ways of thinking and responding to change and loss following natural disaster events. The program is child-centred and evidence-based, relying on research and learning processes that are consistent with high quality psychosocial education. It has a sound curriculum structure incorporating a range of age-appropriate activities including writing, drawing, discussion, stories and music.	Individual Students
Targeted Intervention	Learning and Support Team (LST)	Learning and Support Team meet weekly to allocate resources and appropriate support for students with identified additional needs. The LST works with teachers, students and families who require personalised learning and support with their academic or social/emotional needs.	Individual students, families and staff
Targeted Intervention	Attendance Matters	The attendance data (< 80%) is processed through LST each fortnight and actioned through each stage where classroom teachers and executive monitor and follow up in line with the school's attendance policy.	Student cohorts
Targeted Intervention	SLSO support for stages and playground	School Learning Support Officers (SLSO) support targeted students at recess and lunch to assist with social cues, appropriate response to conflict, conflict resolution skills and self-regulation of emotions. The support also extends to the classroom for additional academic or social/emotional needs.	Groups of students
Targeted Intervention	LAST	Through the Learning and Support Team, provision of support to teach specific programs to a targeted group of students with similar additional needs either academic or social/emotional.	Student cohort
Targeted/ Individual Intervention	Classroom Management	Teachers are responsible for managing day to day behaviours in their classroom. Classroom consequences have room specific procedures including timeouts, tracking behaviours, restitution, and buddy classroom.	Student cohort/ Individual Intervention
Individual Intervention	Attendance Matters	Executive staff develop and implement school-based Attendance Improvement Plans in collaboration with families and students. The school refers to the HSLP to assist individual students and families to restore regular attendance.	Individual Students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	School Counsellor	Through the Learning and Support Team, School Counsellor provides support to identified students for psychological counselling, assessment and further intervention services.	Individual Students
Individual Intervention	Personalised Learning and Support Planning meetings	Meetings which involve the classroom teacher, parents, and the student to set measurable and achievable student goals in literacy, numeracy and social/emotional development.	Individual students and families
Individual Intervention	Teacher and SLSO Support (IFS)	Teacher and School Learning Support Officers (SLSO), provide support for students with identified diverse learning needs including disability in classrooms and other learning spaces.	Individual students
Individual Intervention	Complex Case Management	Case management model developed and implemented to support students and families with complex needs. This may include Out of Home Care students (OOHC). Case management is collaboratively developed with families, school staff, DCJ and external providers.	Individual students and families
Individual Intervention	LAST	Through the Learning and Support Team, provision of direct assistance to teachers for students with additional learning and support needs. The LAST will, in collaboration with teachers, identify, assess, support, monitor and evaluate students specific learning needs.	Individual students

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

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.

See Appendix 2: Teven-Tintenbar Public School - Bullying Response Flowchart

Teven-Tintenbar 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

See Appendix 1: Teven-Tintenbar Public School - Behaviour management flowchart

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.

Incidents are recorded on Behaviour / wellbeing ITD (School Bytes) system.

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

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system (School Bytes). These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.
- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

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](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

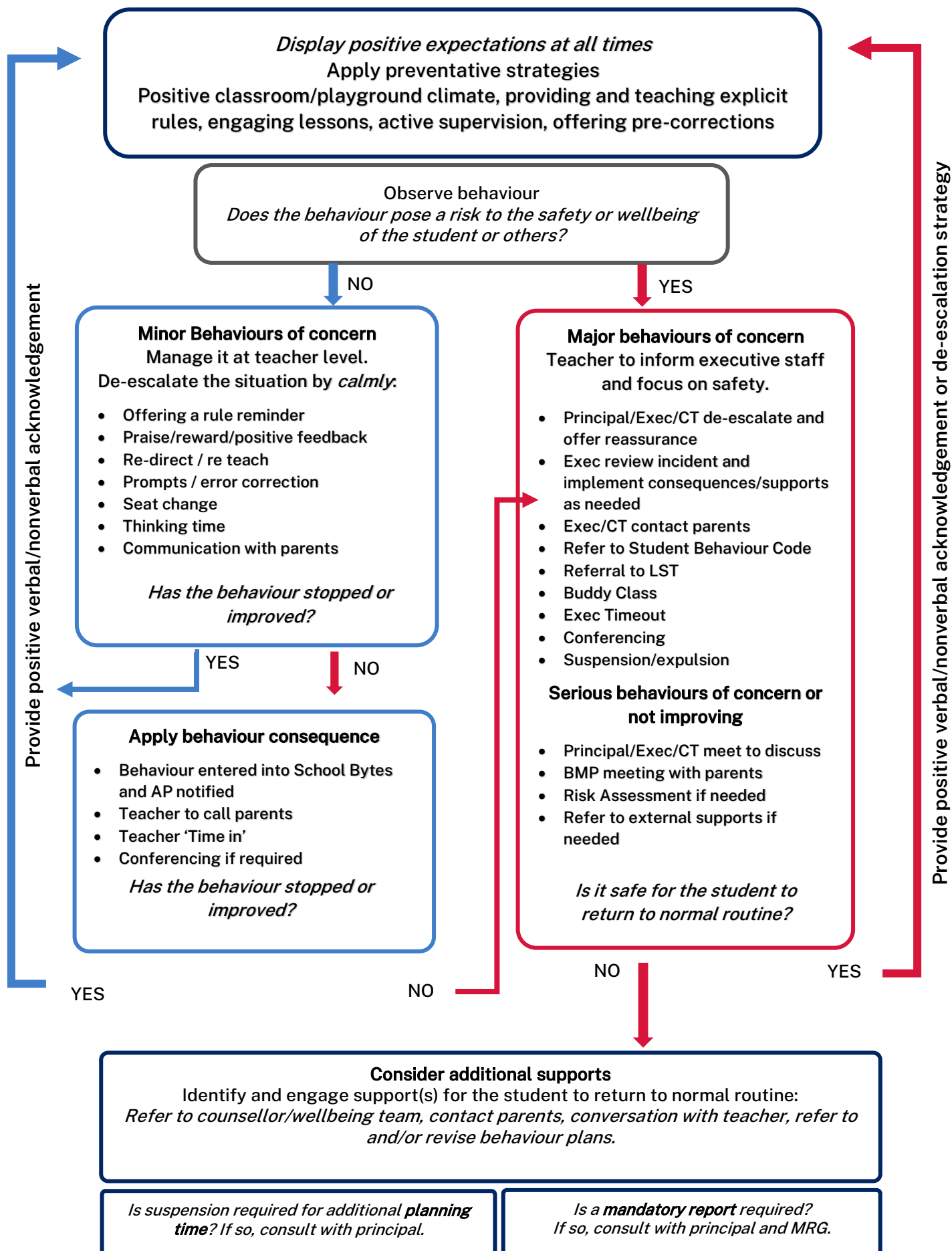
Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher 'Time in'. Time with class teacher to have restorative conversations and to plan for appropriate behaviours	Next break. 5-10 minutes	Class teacher	School Bytes
Conferencing – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student	Next day at breaktimes – up to 80% of breaktime	Executive	School Bytes Folder in Principal's office

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Teven-Tintenbar Public School - Behaviour management flowchart



Appendix 2: Teven-Tintenbar Public School - Bullying Response Flowchart

