NSW Department of Education

Tharawal Public School
School Behaviour Support and Management Plan

Overview

At Tharawal Public School, our vision is for all staff and students to feel valued, supported and empowered to reach their potential as resilient, creative and responsible lifelong learners. We are committed to providing excellence in education where everybody learns, grows and belongs in an equitable and inclusive school environment.

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.

Our Behaviour Support Management Plan is founded on the belief that positive behaviour is integral to a successful educational experience. 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.

We aim to empower students to make constructive choices and develop self-discipline through clear expectations, supportive interventions, and collaborative partnerships with families. By promoting a culture of mutual respect and encouragement, we ensure that each student has the opportunity to reach their full potential and contribute positively to our school community. Together, we endeavour to build a foundation of lifelong learning and personal growth, preparing our students to excel in an ever-evolving world.

To achieve our mission, the key programs prioritised and valued by the school community are:

Positive Behaviour for Learning (PBL)

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

Tharawal 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. 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. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Tharawal Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying 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.

Tharawal Public School will communicate these expectations to parents/carers through the school newsletter and 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

Tharawal Public School has the following school-wide expectations and rules:

At Tharawal Public School, We are Respectful, Responsible, Kind and Safe learners.

INDOOR LEARNING SPACES

At Tharawal PS, We are Safe Learners. We are:

Respectful	Responsible	Kind
Follow teacher instructions	Right place. Right time.	Be a supportive classmate
Let others learn	Look after equipment and resources	Keep hands and feet to yourself
Be an active listener	Be responsible for your actions and choices	Accept differences and be inclusive
Stop. Think. Do.	It's okay to make mistakes - use your learning powers	Use kind words, actions and body language

PLAYGROUND

At Tharawal PS, We are Safe Learners. We are:

Respectful	Responsible	Kind
Play fairly by Tharawal rules	Hat on head or go to shade in canteen area	Keep hands and feet to yourself
Put rubbish in the bin	Stay in bounds - Right place. Right time.	Speak kindly and include others
Follow teacher instructions	Look after your belongings	Care for our environment
Respect others belongings and creations	Use playground equipment appropriately	Be mindful of other people and their games

CANTEEN AND EATING TIME

At Tharawal PS, We are Safe Learners. We are:

Respectful	Responsible	Kind
Put rubbish in the bin	Sit down, stay down when eating	Say please and thank you
Line up sensibly	Use your own money/eat your own purchases	Give others space

TOILETS

At Tharawal PS, We are Safe Learners. We are:

Respectful	Responsible	Kind
Use paper appropriately	Wash your hands	One person to a cubicle
Flush the toilet	Keep games for the playground	Wait your turn
Look after the amenities	Keep food and drinks outside	Leave when finished
Keep the bathroom clean	Report inappropriate behaviour to a teacher	Give others privacy

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	PBL	TPS takes an educative approach towards wellbeing, behaviour and learning that incorporates explicit teaching of desired behaviours, rehearsal and reinforcement. Negative behaviour is addressed with a consistent continuum of response (prompt, redirect, reteach, provide choice, consequences).	All students Teachers Parents
	The Learning Powers	TPS Learning Powers are seven learning habits of thinking and doing. These Learning Powers are explicitly taught to all students at TPS and continue to be embedded into learning across the school to help students become the most effective learners that they can be in the modern world.	All Students
	1:1 Wellbeing check ins	Teacher sits 1:1 with each student and asks questions relating to wellbeing and goals. A whole school proforma is used (K-2 & 3-6). This process supports	All students Teachers Parents

Care Continuum	Strategy or Program	Details	Audience
		the teacher in engaging deeply with each student and develops deep knowledge about their goals and feelings about school.	
	Explicit teaching of prosocial skills and school values	The skills and values are embedded into the whole school scope and sequence and linked to PDHPE outcomes. These skills and values are taught by all teachers in Term 1. From here, lessons are taught as the need arises as driven by data.	All students Teachers Parents
	URSTRONG	URSTRONG is a researched, evidence based strategies all about empowering students with friendship skills! It is a skills-based strategy that teaches student-friendly concepts, skills and language to help students build and maintain healthy friendships. URSTRONG encourages students to stand up for themselves in a kind, respectful way. Identifying if a conflict is a Friendship Fire vs Mean on Purpose is key! These skills and values are taught by all teachers in Term 1. From here, lessons are taught as the need arises as driven by data.	All students Teachers Parents
	Buddies	A Year 6 and Kindergarten buddy program supports students in transitioning into the playground, building social skills to help develop peer-based friendships and learn to play safe and appropriate games.	Year 6 and Kindergarten
	Clubs/groups Lunch Bunch	Teachers and student leaders run various lunchtime clubs for students to support their wellbeing and interests. These clubs include technology, environmental and games based activities.	All Students Teachers
	Personalised learning goals	Teachers use relevant data to determine learning goals (literacy and numeracy) for each student in their class. Strategies to support the student to achieve their goals are implemented and reported on in Semester 1 reports. Semester 2 reports on goal achievement and the evidence that supports this.	All Students Teachers
	Professional Learning	Staff engage in professional learning to support student behaviours. The need for this is driven by data and may include VISI (verbal interventions), PBL (Tier 1 classroom & whole school practices), trauma informed practices or supporting students with specific needs e.g ODD, autism.	All Staff
	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year. The NSW Department of Education requires all NSW Public Schools to have an Anti-bullying Plan which	All Staff, students

Care Continuum	Strategy or Program	Details	Audience
	https://antibullying.nsw.gov.au	details the strategies implemented to reduce student bullying behaviours. Our 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. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.	
	Wellbeing Days	Wellbeing days such as NAIDOC day, Harmony Day, termly PBL Fun Days, Staff Wellbeing Days to promote belonging and support of staff and students cultures, beliefs, and interests.	All staff and students
	Ant Squad	The program involves strengthening the social – emotional domain of HPGE. Students are trained as Ant Squad Leaders and lead small groups of students on the playground in daily games. This program focuses on supporting students to build their leadership skills in empathy, resilience, problem solving and develop a support network with other students providing engaging activities on the playground.	All students
	Student Representative Council (SRC)	The Student Representative Council (SRC) involves students from Kindergarten to Year 6. The SRC is a very valuable forum for student discussion with all students enthusiastically participating.	All students
	Classroom adjustments	Adjustments enable students with a disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Adjustments are actions or modifications that are made to enable students access to inclusive and educational content and outcomes.	All students
	Child Protection	Mandatory PDHPE programs used to identify safe situations and ensure students know where to seek help.	All students
	Anti-Racism Contact Officers - ARCO	Anti-Racism Contact Officers (ARCOs) play an important role in assisting and working collaboratively with the principal to implement major aspects of the Anti-Racism Policy. Their role is to support teachers to address reports of racism by incorporating whole school anti-racism education	All students

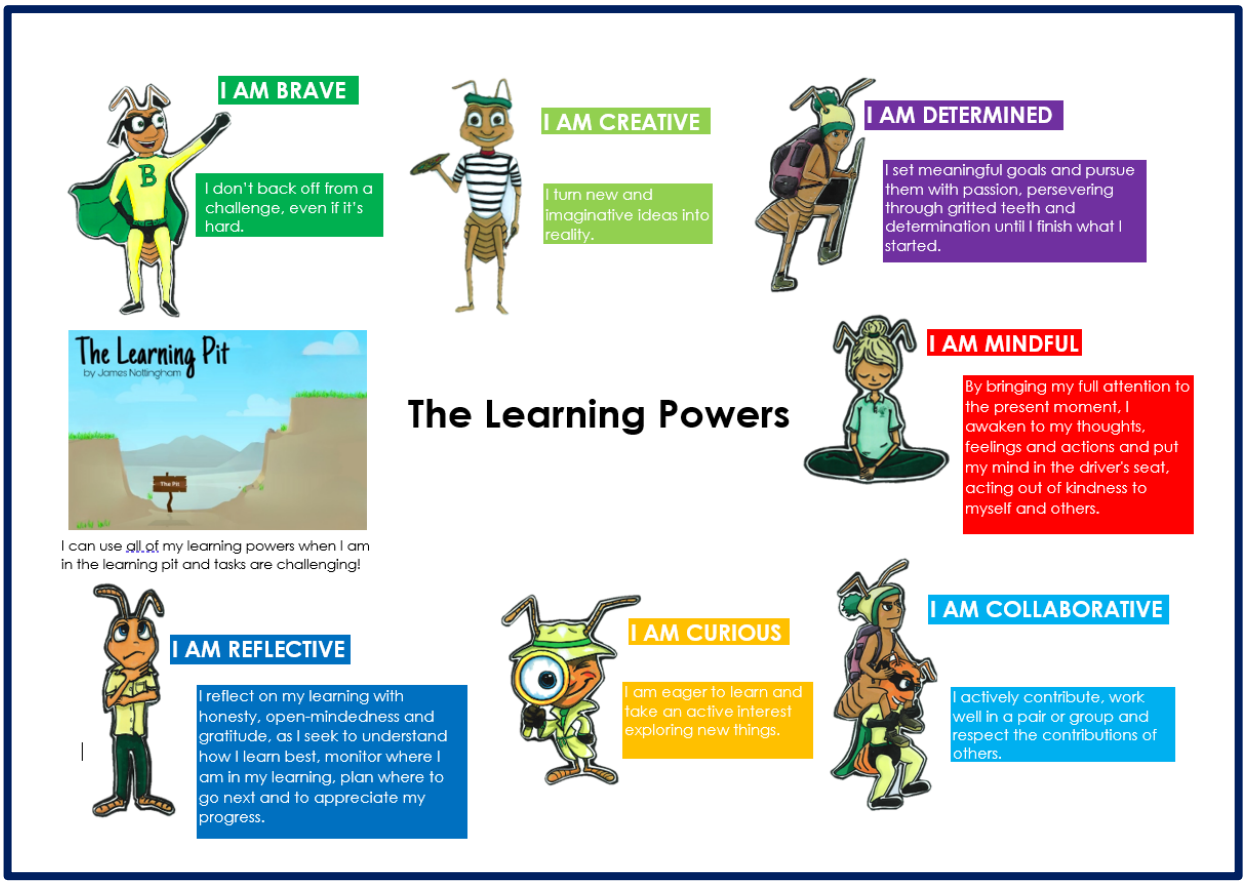
Care Continuum	Strategy or Program	Details	Audience
		strategies in school planning and providing advice to students, staff and community members.	
	Road Safety Water Safety	Safety instruction lessons and incursions/excursion to promote safe behaviours and upskill students in safety.	All students
	Zones of Regulation	The Zones of Regulation program is a practical framework designed to help students manage their emotions and behaviours more effectively. By categorising different emotional states into four distinct "zones," it supports students in recognising and regulating their feelings, leading to improved self-control, better social interactions and enhanced overall academic performance.	All students
	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All students
Early intervention	Learning and Support Team School one not on website	This team collects information and gives recommendations for the teachers of students who need adjustments to access the curriculum and meet their educational goals. They play a key role in meeting the specific needs of children with disabilities and additional learning and support needs. Through the Learning and Support Team, the LST provides direct and timely assistance to students in regular classes with additional learning and support needs. The LST collaborates with the student, teacher and parent to determine, implement, monitor, modify.(including extension) and celebrate interventions such as SMART goals, playground programs and additional explicit instruction, support and observation in the classroom and on the playground.	Specific students with behavioural / wellbeing needs
	SMART goal	A SMART goal is a formalised way of specifying an intended learning outcome for a learner. SMART is an acronym for: Specific – A goal should be clearly expressed so that the learner knows what they are expected to achieve. Measurable: Measuring enables monitoring progress and when the goal has been achieved. Agreed: The goal is agreed with the student. This encourages the student to self monitor and self regulate their own behaviour.	Specific students with behavioural / wellbeing needs Parents Teachers

Care Continuum	Strategy or Program	Details	Audience
		Realistic: The goal is achievable. The goal is broken into steps and when the student has achieved this they can move to the next step. Time Related: A realistic goal should be achievable within a reasonable timeframe.	
	Explicit reteaching of prosocial skills	Data, observations and collaboration with parents, supports identification of students who require support in learning and implementing pro social skills. This is done in small groups or individually; the skills can be explicitly retaught social skills. Sessions can involve explicit teaching, opportunities to implement, feedback and consolidation tasks.	Identified students K-6 Teacher Parent LST SWSO (Student Wellbeing Support Officer)
	Student Wellbeing Support Officer - SWSO	The Student Wellbeing Support Officer (SWSO) supports students in implementing pro social skills. This is done in small groups or individually; the skills can be explicitly retaught social skills. The SWSO also provides emotional support for students.	Specific students with behavioural / wellbeing needs
	Transition programs	Transition to school programs focus on learning for all students moving into, within and out of the school. Specific Kindergarten/ Yr 2 to 3 and Yr 6 to HS transition programs are in place for new cohorts of students entering the school each year and existing students moving from infants to primary. Students who have been identified through parent, teacher and student collaboration attend additional transition day/s at the high school they will attend. This involves further familiarisation with the school and practices such as reading a timetable, meeting some teachers and in some cases, older peers.	Specific students with behavioural / wellbeing needs
	Pre school Transition to School Programs	Three transition to school days are held for pre-school students in the year prior to them attending. This helps prepare children in making new friends, learning routines, and developing a sense of belonging within the new school environment. It also helps teachers to recognise and support children's developmental needs, interests and skills. In addition, local preschools visit the school, including Kindergarten classrooms, library and playground during Term 2, 3 and 4 to support children in their transition to school.	Following year's Kindergarten cohort Parents AP
	Staff Communication Meetings (admin, stage, executive)	Principal, Assistant Principals, LST and teachers inform staff of changes in student's situations, needs and adjustments to allow for continual student monitoring and support.	Specific students with behavioural / wellbeing needs

Care Continuum	Strategy or Program	Details	Audience
	Attendance support and Behaviour/ Attendance monitoring	Executive and classroom teacher referrals track student attendance. Discussions and support from office staff to confirm attendance and follow up.	Specific students with behavioural / wellbeing needs
	Behaviour Management Plan	Formal plan using escalation scale for proactive behaviour management underpinned by: • Positive Behaviour for Learning • Verbal intervention • trauma-informed practices • the principles of inclusive practice.	Specific students with behavioural / wellbeing needs
	PBL Focus Lessons	Focused PBL lessons regarding Tier 2 students who have targeted adjustments within the classroom or playground and discussed at Stage, PBL, L&ST and admin meetings	Specific students with behavioural / wellbeing needs
	Communication with parents & carers	Phone calls, emails, texts or School Bytes Parent Portal contact.	Specific students with behavioural / wellbeing needs
	Health Care Plans	Formal plan to administer medication and keep staff aware of health needs and ensure training and action plans are up to date.	Specific students with behavioural / wellbeing needs
Targeted intervention	Learning and Support	The LST including SWSO works with teachers, students and families to support students who require personalised learning and support.	Students with targeted behaviour and wellbeing needs
	PBL behaviour management Plan	For students who are not following repeated instructions by the teacher.	Students with targeted behaviour and wellbeing needs
	Counsellor Referral	Parent/carer permission for child to access school counsellor.	Students with targeted behaviour and wellbeing needs
	Cool Kids Program	Our Cool Kids program provide an evidence-based 10-week program for kids in Years 3 through 6 that offers proven anxiety-prevention and resilience support strategies to children and their families.	Students with targeted behaviour and wellbeing needs
	Learning & Support coordinator and Exec team	Leads the Learning & Support team and manages Access Requests.	Students with targeted behaviour and wellbeing needs

Care Continuum	Strategy or Program	Details	Audience
	School Learning Support Officer support SLSO	SLSO's support students with individual support, observation, adjustments and planning	Students with complex and individual behaviour and wellbeing needs
	PBL Level 3 interventions	School based interventions that support Level 3 students within the classroom and playground including – check in with students, behaviour contract, SLSO support, individual student goals and behaviour routines and adjustments with classroom and playground	Level 3 students identified through referrals, meetings and School Bytes behaviour
	Anti-Racism Contact Officers - ARCO	ARCO to work specifically with targeted students addressing racism by implementing specific individual student goals and adjustments in class and playground. Collaborating with staff, parents and community. This includes strategies to support all involved stakeholders.	Students identified through referrals, meetings and School Bytes behaviour
	Annual student handovers	At the end of the year, teachers prepare detailed, structured handovers to support a smooth transition to the upcoming year and so adjustments can be continued. Time is provided for teachers to spend time together passing on information to student's next teacher. This includes strategies to support academic, emotional and social needs.	Teachers
	APLaS (Assistant Principal Learning and Support) referral and support	Should intervention implemented by the LST not achieve desired goals, a referral can be made to engage the APLaS. The APLaS will collaborate and consult with the LST to provide specialist advice and assistance. This includes working with the LST to organise, implement and analyse results from student observations, develop specific strategies for student inclusion, and the provision of staff professional learning.	APLaS
Individual intervention	Behaviour Support Plans Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans. Behaviour plays a critical role in a student's education and learning outcomes. Behaviour plans are one of many plans used as part of the personalised learning needs of students displaying behaviours of concern. Individual Behaviour Support Plans, Behaviour Response Plans and Risk Management Plans are all used to provide additional support and guidance to identified students and staff. They can help ensure that they feel safe, valued and connected to our school community.	Students with complex and individual behaviour and wellbeing needs

Care Continuum	Strategy or Program	Details	Audience
	Allied Health Support	In-school support provided by external agencies (such as OTs and speech therapists) based on the principal's agreement and discretion. For some students, health providers such as OTs are permitted to conduct therapy onsite. The decision is based on whether it is in the best educational interests of the student and considering the school's duty of care towards all staff and students. The Principal makes the decision as to whether therapies are permitted, considering all data and information available.	Students with health needs (inc. NDIS) or a disability that affects wellbeing and behaviour
	Individual PBL Level 4	Specific and contextual interventions that support Level 4 students within the classroom and playground including – check in with students, behaviour contracts, SLSO support (funding dependant), individual student goals and behaviour routines and adjustments within the classroom and or playground.	Students with complex and individual behaviour and wellbeing needs
	Part Day Exemption Formal Caution of Suspension Suspension	A formal plan to assist students with transition to full day attendance. Issued for concerning or repeated behaviours which meet a certain threshold. Issued for behaviour which endangers others or at risk or repeated major behaviours. Adherence to NSW DOE Behaviour Code for Students	Students with complex and individual behaviour and wellbeing needs
	Team Around The School (BSO, NSF)	The 'Team Around a School' (TAaS) model was introduced by Delivery Support in 2021 as a method of coordinating multidisciplinary support for students with learning or wellbeing needs that have not been addressed through processes at earlier levels of the Care Continuum. The team comprises non-school based roles such as the learning and wellbeing team, behaviour specialists, networked specialist facilitators and NDIS coordinators, as well as school-based roles including assistant principal learning and support, senior psychologists education and itinerant teachers.	



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.

Tharawal Public School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- Executive managed – behaviour of concern is managed by school executive.
- Principal managed – behaviour concern is managed by principal.

Preventative strategies may include:

Classroom	Non-classroom setting
Explicit teaching of expected behaviours PBL lessons Seating plans Ant award system Table points Morning circle Ready to learn Zones of Regulation Role plays of expected behaviours	Regular communication and prompts of expected behaviour Explicit teaching of expected behaviours PBL Lessons PBL tokens Ant tokens

Corrective responses may include:

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 redirection Walk with teacher Detention, reflection and restorative practices communication with parent/carer.

Tharawal Public School's Positive Behaviour for Learning (PBL) system consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help students and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.	1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	1. Contact the office to seek help from the executive straight away if there is a risk. Otherwise notify the student's stage supervisor or executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Executive/CT 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.
3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent Intermittent and infrequent reinforcers are recorded on Behaviour / wellbeing School Bytes system.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, 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 incident on Behaviour / wellbeing School Bytes system and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.
4. PBL, PDH and Learning Powers lessons are taught weekly.	4. Teacher records on Behaviour / wellbeing School Bytes system by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.	4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contacts parents by phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given weekly in class and at assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST and school counsellor.

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing School Bytes system. 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 AP Wellbeing and Support Officers for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend and suspension.

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.

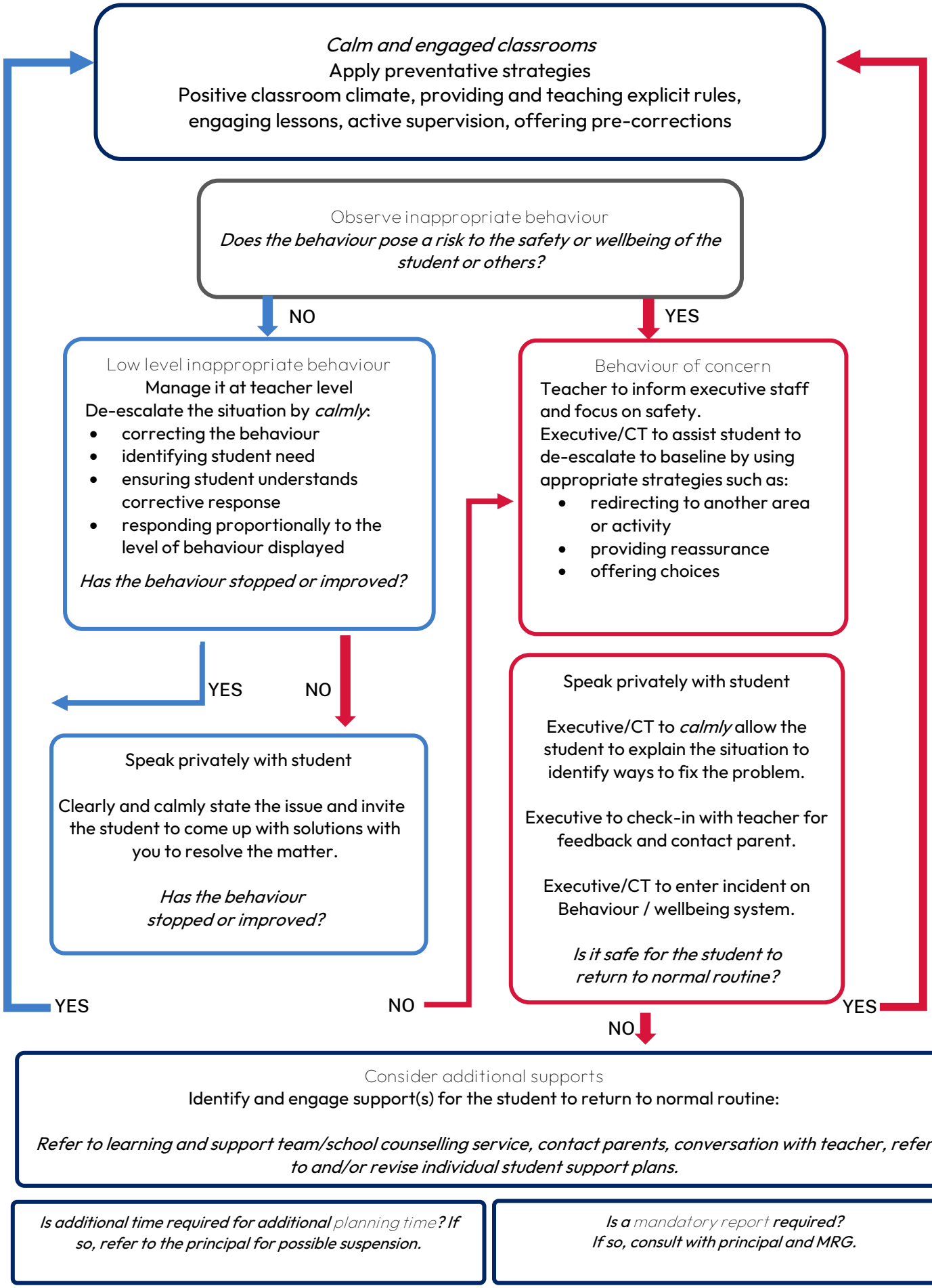
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – a structured debriefing and planning after a crisis event or behaviour of concern with an individual student (Think Sheet Reflection)	Next day at lunch break	Assistant Principal	Documented in Behaviour / wellbeing School Bytes system
Alternate play plan – Student to play in designated playground/ withdrawal from free choice play and re-allocation to reflection space for supervision due to breach of behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices	Next break	Assistant Principal	Documented in Behaviour / wellbeing School Bytes system

Review dates

Last review date: 19/ 12 /2024 Next review date: Day 1, Term 4, 2025

Endorsed by P&C - 10/12/24

Appendix 1: Behaviour management flowchart



Appendix 2: Minor behaviour management flowchart

Level 1	Inappropriate Behaviour in classroom and playground	Action Steps and Consequences
	• Disruption/Calling out • Ignoring/ not following teacher instructions • Inappropriate use of equipment • Inappropriate use of words, tone or body language • Leaving a mess/littering • Leaving the learning space without permission • Play fighting • Playing in the toilets • Taking property of others without permission • Tease/taunt • Lateness after breaks without valid excuse • Excluding behaviour • Out of bounds • Spreading rumours Technology based: • Accessing the wrong website • Inappropriate use of iPad or computer, not being cared for	**Level 0 (First offence of Level 1 behaviour)** **I will:** ➔ Receive a verbal warning or prompt (e.g. hand gesture, verbal warning or reminder). ➔ Be reminded of expected behaviour and will be monitored **Level 1 (Second offence of Level 1 behaviour)** **I will:** ➔ Have my behaviour tracked by a teacher ➔ Be reminded of expected behaviour and will be monitored ➔ Remain in the classroom and continue working as part of the class ➔ Have a Natural/logical consequences implemented at the time of behaviour Teacher on playground duty to report repeated behaviour to classroom teacher via email to track and monitor (not in School Bytes)

Level 2	Inappropriate Behaviour in classroom and playground	Action Steps and Consequences
	• Repeated Level 1 behaviours (after 3 offences) • Inappropriate physical contact/aggression • Back-chatting staff • Climbing on furniture • Culturally insensitive comments or gestures • Damaging school property • Defiance/disrespect • Graffiti • Inappropriate topics of conversation or comments • Inappropriate use of class time • Lying/not taking responsibility for my own actions • Spitting/licking/biting • Stealing • Swearing at another student • Throwing items • Accepting or giving money to others • Buying food for others at the canteen • Out of bounds with safety concerns (E.g. in classroom, behind water tanks etc.) • Encouraging other students to commit inappropriate behaviours (at discretion of behaviour) Technology based: • Inappropriate use of apps (down/uploading, naming conventions etc.) • Using my smart watch inappropriately	**Level 2 (Third offence of Level 1 behaviour OR first offence of Level 2)** **I will:** ➔ Have my behaviour recorded in School Bytes and tracked by teacher ➔ Have a conversation with the teacher about appropriate behaviour during a break time ➔ Have **Reflection** in my own classroom for 5-10 minutes ➔ Have a natural/logical consequence for example, write a letter of apology, exclusion from an area or game for a period of time. I will complete my work during a break time with classroom teacher I may complete a reflection sheet if my teacher decides it is in my best interest. (To be scanned into Sentral) **Teacher** to contact parent and record in School Bytes If I get to Level 2 three times in a fortnight (10 school days), I will be moved to Level 3 consequences.

Appendix 2: Major behaviour management flowchart

Level 3	Inappropriate Behaviour in classroom and playground	Action Steps and Consequences
	Continued, repeated Level 1 and/or 2 behaviours • Absconding • Bullying • Inappropriate sexualised behaviour • Racial slurs (ARCO to manage) • Swearing at a staff member • Directed abusive language/ profanity • Intentional physical violence	**Level 3 (Continued, repeated Level 1 and/or 2 behaviours)** **I will:** → Have my behaviour recorded and tracked have a conversation with the stage Assistant Principal about appropriate behaviour during a break time → Go to **Reflection** in my buddy classroom for 5-10 minutes → Complete a reflection sheet → **Go to the Reflection Room** on the next timetabled day and will complete any missed work during this time. I may also spend time off the playground or in a designated playground **Executive** to contact parents/carers Up to the discretion of Principal if a warning of suspension is issued If I get to Level 3 three times in a 5 week period (25 school days), I will be moved to Level 4 consequences.

Level 4	Inappropriate Behaviour in classroom and playground	Action Steps and Consequences
	Continued, repeated Level 3 offences • Dangerous use of equipment etc with intent to harm • Verbal threats of violence or physical intimidation • continued / persistent disobedience and/or disruptive behaviour • malicious damage to or theft of property • verbal abuse • continued bullying • discrimination, including that based on sex, race, religion, disability, sexual orientation, gender identity or other. • being in possession of, uses or supplies a suspected illegal/restricted substance • being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms • using an implement as a weapon • seriously threatening or engaging in physically violent behaviour • engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others (see definition) Technology based: • Breaching technology guidelines and policies by harassing, humiliating, intimidating, annoying or threatening any member of the school community • Cyberbullying • Deliberately destroying or disabling an iPad or laptop • Filming, recording or photographing others unless learning related or uploading to social media • Inappropriate use of personal devices e.g. calling or texting in class • Sending rude or inappropriate emails or messages from another student's ICT device	**Level 4 (Any level 4 behaviour)** **I will:** → have my behaviour recorded by an executive in Sentral/School Bytes and tracked → have a conversation with the Principal or Assistant Principal about appropriate behaviour during a break time → **Go to the Reflection Room** for the next **3** timetabled days and will complete any missed work during this time. → I may also spend time in a designated playground at Executive discretion Other consequences may include loss of privileges (leadership badges, PSSA team withdrawal etc.), warning of suspension, issued with a suspension, or any other appropriate consequence An LST referral will be made to support the students in conjunction with classroom teacher, LST and parent/carer. Adjustments will be made to personalise a behaviour plan. Parents/carers contacted by executive teacher – letter of concern sent/home and level entered into School Bytes **If suspended:** • Principal to contact DEL to communicate suspension • Principal to contact parents to communicate suspension • Department procedures for the Suspension and Expulsion of school students will be strictly adhered to • Prior to the student returning to school a case conference will occur with relevant personnel • Work provided by class teacher to be completed by student while on suspension • An informal behaviour monitoring by the Principal upon returning to Expected Behaviour Level • In extenuating circumstances extra playground supervision and adjustments may need to be provided to support the student's transition to school.

Appendix 3: Bullying Response Flowchart

The following flowchart explains the actions Tharawal 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.

First hour: Listen

- Identify bullying behaviour, including cyber-bullying
- Provide a safe, quiet space to talk and reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours.

Day 1: Document

- Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record into School Bytes
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss

- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about access to support (kids help line, beyond blue, headspace.)
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement

- Document in School Bytes
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from supervisor and LST team

Day 5: Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record and resolve outcome in School Bytes

Ongoing follow-up

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

Appendix 4: The Learning and Support Team referral process - Flowchart of Actions

Pre – Referral to LST - Teacher identifies student with additional needs

Teacher provides support with quality differentiated teaching practices – makes adjustments to program and monitors for a period of time.
(differentiated teaching practices, adjustments made need to be implemented into teaching and learning program and documented)
Teacher discusses student with stage/team supervisor/leader.

Teacher creates a PLaSP/PLP **or** sets a SMART GOAL for the student(s) and puts an intervention in place. Monitor for minimum 3 weeks.

If the student does not progress or respond to intervention:
Refer to Learning & Support Team using the referral form.

If the student progresses or demonstrates skill:
Acknowledge, document and monitor.

Refer immediately to the LST if:

- Safety concerns
- Significant mental health concerns
- Threatening or aggressive behaviour
- Absconding from school
- Weapons or drug use

Learning & Support Team (LST) will prioritise referrals each week and determine actions to be taken.

The LST will communicate outcome of referral to referring staff following the meeting.

The LST will action a 'school based intervention'.

If the student does not progress or respond to intervention:

LST will seek support from 'DoE external providers'.

If the student progresses or demonstrates skill:

Acknowledge, document and monitor.

Planning, Implementation and Monitoring
Adjustments devised; outcomes determined; preparation of teaching activities; continue planning with parental involvement
Implementation
Ongoing assessment and evaluation

TPS Process for Identifying and Addressing Behaviour Levels

Level	How to Identify	Planning/ Documentation	Adjustments and Interventions	Communication
Level 1	Less than 3 Negative Incidents recorded in School Bytes within a term	Universal PBL strategies Explicit teaching of expected behaviours Negative Behaviour recorded in School Bytes Class Adjustments Page in teacher programs	• PBL continuum of response – prompt, redirect, reteach, choice, consequence • PBL tokens • Class rewards • Classroom adjustments recorded in teacher programs	• Regular communication with parents of student's behaviours • Incidents recorded in School Bytes
Level 2/3	Negative Incidents recorded in School Bytes Level 2 – 3 negative incidents in a fortnight student moved to level 3 Level 3 – 3 negative incidents in a 5-week period student moved to Level 4	Behaviour Risk Assessment (if required – School Bytes) Individual Behaviour Support Plan (IBSP – School Bytes) PBL Team Case Management Negative Behaviour recorded in School Bytes	• Adjusted continuum or response • Individual behaviour cards/ rewards (playground/ desk) • Providing additional instruction and practice for behavioural, social, emotional, and academic skills. • Increasing adult support and supervision. • Providing additional opportunities for positive reinforcement. • Increasing prompts or reminders. • Increasing access to academic supports. • Increasing school-family communication. • check-in check-out • lunchtime social skills groups (Lunch Bunch) • check and connect • Mentoring • zones of regulation • SLSO support	• Regular communication with parents of student's behaviours • LaST referral to discuss behaviours • Meeting with parents to review Risk • Management and Individual Behaviour Support Plans Termly • Incidents recorded in School Bytes
Level 4	More than 5 Negative Incidents recorded in School Bytes within a term	Behaviour Risk Assessment (School Bytes) Individual Behaviour Support Plan (IBSP, School Bytes) PBL Team Case Management Negative Behaviours recorded in School Bytes	• Individual behaviour cards/ rewards (playground/ desk) • Engaging students, educators, and families in functional behavioural assessments and intervention planning. • SLSO support • Behaviour Scaffold – Sample here • Behaviour Contracts – Sample here	• Regular communication with parents of student's behaviours • Reviewed at fortnightly LaST meeting • Meeting with parents to review Risk Management and Individual Behaviour Support Plans Termly • Referral to AP LST • Incidents recorded in School Bytes