

Learning for life, in an  
inclusive, engaging and supportive environment.



# Thurgoona Public School



## Student Behaviour Support and Management Plan



Learn to live. Live to learn.

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## Overview

Thurgoona Public School is committed to supporting the learning and wellbeing of every student. Learning and behaviour support is critical to the provision of safe and supportive learning environments that strengthen student educational outcomes. The school is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

Our inclusive, engaging and respectful practices enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet the individual.

This plan reflects our school's strategic and evidence-based behaviour management tiered approach that is aligned with the Department of Education's Student Behaviour Policy & Procedures. This plan is consistent with legal and departmental requirements and is based on the principles of procedural fairness and developed within the framework of student welfare. The plan is implemented consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors.

Our School Behaviour, Support and Management plan identifies core expectations, values and practices that support quality teaching, and learning. The plan recognises and promotes positive behaviour and should students wilfully ignore or break the school's behaviour code, the plan outlines strategies and practices to manage inappropriate student behaviour and the opportunity to reteach appropriate behaviours.

Our School Behavior, Support and Management Plan defines the rights and responsibilities of students, staff and families to ensure the whole school community has a shared understanding of the core values and expectations of our school.

## Wellbeing A Shared Responsibility

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, Thurgoona Public School maintains high standards of discipline.

When parents/carers enrol their children at Thurgoona Public School they enter into a partnership with the school that is based on shared responsibility for student wellbeing. This shared responsibility enables and fosters a school environment where learning is valued, all members of the school community are respected and included, and safety is important.

Staff will:

- build and maintain positive relationships with children, parents and colleagues throughout the school.
- contribute to the provision of a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.
- use effective, consistent and appropriate processes and procedures for addressing behaviour issues and conflict.
- make adjustments to school wellbeing processes to best engage and nurture individual students.

Students will be expected and supported to:

- follow the Department of Education's Behaviour Code for Students and school rules.
- comply with staff directions regarding discipline and appropriate behaviour.
- act appropriately as safe, responsible and respectful learners and friends.
- contribute to the provision of an inclusive, safe learning environment for fellow students, staff and parents.



#### Parents/carers will:

- support the school in the implementation of the school discipline policy.
- actively participate in the school community and support the learning of their children.
- share responsibility for shaping their children's understanding about acceptable behaviour and ensuring their wellbeing.
- work with teachers to maintain a caring, well-managed, safe and fair quality learning environment for all students, fellow staff and parents.

#### Partnership with parents and carers

Thurgoona Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by community consultation, setting parent contact protocols and offering formal and informal conference times throughout the year.

Thurgoona Public School will communicate these expectations to parents/carers by providing information at student information sessions, including fortnightly information in the school newsletter and regular focused posts on social media.

#### School Community Charter

Thurgoona Public School is committed to providing an engaging, safe and respectful learning environment for everyone.

Respectful communication is essential for fostering positive relationships and creating a safe and inclusive environment for everyone. It is a reflection of our commitment to mutual understanding, empathy, and collaboration.

Intimidation, threats, aggressive behaviour of any kind or disrespectful language will not be tolerated within our school community. Such behaviour not only undermines the principles of respect and safety but also creates a hostile and unwelcoming environment for all members of our community, including our students.

We understand that concerns may arise from time to time, and we encourage open and honest dialogue to address them. However, it is imperative that these conversations are conducted in a respectful and professional manner, free from any form of harassment or intimidation.

We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

[School Community Charter](#)



## School-wide expectations and rules

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- Be safe
- Be respectful
- Be a learner

Thurgoona Public School						
Positive Behaviour for Learning Matrix						
Be	Always	Learning Spaces	Playground	Canteen	Toilets	Before and After School
<b>Safe</b>	We walk on paths We keep our hands, feet and objects to self We are in the 'Right Place, Right Time' We say 'No, Go, Tell'	We walk in learning spaces We are Cybersmart and follow the Digital Devices Policy We sit on our chairs	We 'Sit, Eat, Wait' at eating time We wear a school hat and are SunSmart We play in bounds	We stand in a single line We wait patiently We buy for ourselves	We wash our hands with soap We walk to and from toilets We play games away from toilets We leave food and drink outside	We arrive after 8:30am We 'Stop, Look, Listen, Think' We walk to the bus or car We wait until the car wheels stop We walk our bike, scooter or skateboard into and out of school grounds
<b>Respectful</b>	We follow adult instructions We use kind words and actions We wear full school uniform We keep our school clean and tidy We take care with school and others' property	We are inclusive of everyone We leave the room with permission We let others learn	We place rubbish in the bin 'Slam Dunk Your Junk' We use equipment as intended 'Choose It, Use It, Return It' We follow game rules We wait our turn We share our friends	We say 'please' and 'thank you' We wait for our turn We keep the noise level low	We respect the privacy of others We flush after using the toilet We put paper towel in the bin We leave toilets clean	We take all belongings with us We listen to the bus driver We line up and wait our turn quietly We only touch our own bike, scooter or skateboard
<b>a Learner</b>	We say 'Hands Up, Voices Off' We wait, ready to listen We take pride in our learning	We use 'Whole Body Listening' We are on task We ask questions if we don't understand something	We create and play by an agreed set of rules We share our equipment We 'Stop, Pack Up and Go' when the bell rings	We have our money ready We know what we want to buy	We use the toilet in break times We use the saying 'In and out, don't mess about'	We help other children to cross the road We lock up our bike, scooter or skateboard in the bike rack

## Behaviour Code for Students

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The NSW Department of Education's Behaviour Code for Students can be found at [Behaviour code for students \(nsw.gov.au\)](https://www.nsw.gov.au/behaviour-code-for-students).

## Behaviour Guidelines

### Purpose:

- Provide a consistent system for the whole school community
- Promote positive student behaviour in all environments
- Assist students in the knowledge and management of their own behaviour
- Improve learning and behavioural outcomes for students
- Provide the school community with clear and consistent direction to manage behaviour

### School practices:

- School expectations are explicitly taught and then consistently and positively reinforced
- School expectations are supported with visible reminders and integrated into all school settings







## School Vision Statement

Learning for life, in an inclusive, engaging and supportive environment.

### Acknowledging and rewarding positive behaviour and achievement

At Thurgoona Public School, we value joyful classrooms and celebrating success. We acknowledge and reward positive student behaviour, work habits and achievement. We consistently encourage all students to strive to uphold our core expectations – to be Safe, to be Respectful and to be a Learner. Teachers use a variety of strategies to reinforce and encourage expected behaviours and attitudes. These include positive verbal and non-verbal feedback and praise. Below is an overview of the Thurgoona Public School positive reward scheme.

Classroom	Playground	Other
<p>Age appropriate, intra class awards are specified in each teacher's class management plan. Samples of these are:</p> <ul style="list-style-type: none"> <li>• Explicit verbal praise and recognition</li> <li>• Stamps or stickers</li> <li>• Table points</li> <li>• Class reward tokens/stickers</li> <li>• A class reward system, e.g. clever sticks, marbles in a jar, visiting another class to celebrate success etc.</li> <li>• Positive Behaviour for Learning tickets for students demonstrating safe, respectful learners in the classroom.</li> </ul> <p><b>Please Note:</b> Due to the risk of food allergy/intolerances, food/lolly rewards will not be used in classes as part of the behaviour management system.</p>	<ul style="list-style-type: none"> <li>• Positive Behaviour for Learning tickets (Cool Kids) for students demonstrating safe, respectful learners in the playground.</li> <li>• Cool Kid Awards for positive playground behaviours, drawn at weekly assemblies with a \$1 canteen voucher awarded</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Behaviour for Learning merits for achievement and effort presented at fortnightly assemblies x3 per class</li> <li>• Meritorious achievement in the academic, social, citizenship or sporting realms, presented at the end of year Presentation Day Assemblies</li> <li>• Celebration Day at the end of the year</li> <li>• Whole school activity as voted on by students to celebrate PBL focus when choice boxes are full</li> <li>• 3 x PBL awards = PBL Hero Award (Certificate, photo on honor board and \$ 2 canteen voucher)</li> <li>• 3 PBL Hero Awards = PBL Legend Award (Certificate, photo on honor board and Principal morning tea)</li> </ul>





**School  
Vision  
Statement**

**Learning for life, in an inclusive, engaging and supportive environment.**

**Behaviour Categories - Overview**

Response to all behaviour is calm, consistent, brief, immediate, respectful, private and discretionary.

At Thurgoona Public School, staff address behaviour errors just as they would an academic error. Response to all behaviour is immediate, calm, consistent, brief, respectful, private and discretionary.

Each incident will be considered and managed on an individual basis. When responding, staff will consider factors such as the student's age, level of intent, individual needs, prior warnings, previous incidents, disability and developmental level.

Minor	Major	Wellbeing
<ul style="list-style-type: none"> <li>• inappropriate language</li> <li>• cheating/plagiarism</li> <li>• teasing</li> <li>• fractional truancy/late to class</li> <li>• mild/repeated disruption</li> <li>• non-compliance</li> <li>• physical contact</li> <li>• property misuse</li> <li>• out of bounds</li> <li>• disrespectful behaviour</li> <li>• inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• physical violence/aggression</li> <li>• verbal abuse</li> <li>• psychological abuse</li> <li>• bullying</li> <li>• drugs in school</li> <li>• weapons in school</li> <li>• using an implement as a weapon</li> <li>• racism</li> <li>• cyber incident</li> <li>• absconding</li> <li>• truanting</li> <li>• forgery/theft</li> <li>• malicious property damage</li> <li>• persistent disobedience</li> <li>• persistent, disruptive behaviour</li> <li>• sexual harassment/sexualised behaviour that poses a risk of physical, psychological and/or emotional harm</li> </ul>	<ul style="list-style-type: none"> <li>• inappropriate sexual behaviour/comments</li> <li>• concern about safety, welfare or wellbeing of student,</li> <li>• disclosure from student</li> </ul>





## Response to serious behaviours of concern

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 school-endorsed activities that are off-site
- at school, when using social media, mobile devices and/or other technology involving another student or staff member

## 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](#)

## Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students.

### Rationale

Regular attendance at school for every student is essential if students are to achieve their potential and increase their career and life options. Schools in partnerships with parents/carers are responsible for promoting the regular attendance of students. While parents/carers are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Thurgoona Public School recognises that every day of attendance at school contributes towards student learning and that maximising school attendance enhances academic outcomes. Encouraging regular attendance is a core school responsibility. The purpose of this document is to outline the attendance procedures in place at Thurgoona Public School.

## Responsibility

### Responsibility of Parents/Carers

Parents/carers of a child of compulsory school-age have a legal obligation, as set out by the NSW Department of Education to:

- ensure a child is enrolled at, and to attend, a government school or a registered non-government school, or
- to be registered for home schooling with the NSW Education Standards Authority (NESA) and to receive instruction in accordance with the conditions to which the registration is subject.
- ensure their child/ren who are enrolled at school, attend every day the school is open for instruction.
- to provide an explanation for absences by means such as a telephone call, written note, Sentral message or email to the school within 7 days from the first day of any period of absence; and
- work in partnership with the school to plan and implement strategies to support regular attendance at school, including communicating with the school if they are aware of issues impacting on their child's attendance or engagement with school.



## Responsibilities of Staff at Thurgoona Public School

Staff at Thurgoona Public School have a responsibility and are legally required to:

- provide a caring teaching and learning environment which fosters students' sense of wellbeing and connectedness to the school community
- monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity
- ensure that attendance records are maintained in an approved format and are an accurate record of the attendance of students
- respond to instances of irregular attendance by:
  - analysing the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented
  - ensure that for students with attendance concerns, the learning and support needs of those students are addressed in consultation with parents
- ensure that when frequent absences are explained as being due to illness that:
  - consultation occurs with parents regarding the health care needs of the student
  - medical certificates are sought for the absences
  - where there are ongoing concerns, approval is sought from parents to contact the student's doctor, so the school has all relevant information regarding the student's health care needs
- ensure that any matter relating to school attendance where safety, welfare or wellbeing concerns arise for a student:
  - consideration is given to the requirements of the Protecting and Supporting Children and Young People Policy
- strategies are developed to ensure regular attendance at school
- all required reports are made to the Community Services Child Protection Helpline or contact made the Child Wellbeing unit as required by the Mandatory Reporter Guide
- promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students
- follow school procedures to resolve attendance concerns

Class rolls, whether electronic or paper based, can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting and government reporting.



The Principal has the authority to:

- grant sick leave to students whose absences are satisfactorily explained as being due to illness
- accept other explanations for absence and record the absence as 'L'
- decline to accept an explanation for absence and record the absence as unjustified
- grant an exemption from school attendance for periods totalling up to 100 days in a 12-month period for any one student provided certain conditions are met (see the Exemption from School - Procedures)
- grant part-day exemptions from school for periods totalling up to 100 days in a 12-month period (see the Exemption from School - Procedures)

### Monitoring and review

Schools, with support from attendance officers (Home School Liaison Officers and Aboriginal Student Liaison Officers), monitor the regular attendance of students and develop and implement strategies to support students with identified attendance issues.

### Requirements for recording school attendance

School attendance records must include:

- a Register of Admission (school enrolment form) to be retained permanently
- written notes, records or verbal explanations and records of electronic explanations for absences from parents/carers. This includes certificates from medical practitioners
- an attendance register (roll)
- information detailing a student's absences each year. School reports each semester indicate absences for that period
- and records for Certificates of Exemption from attendance and enrolment



## Thurgoona Public School Procedures

Thurgoona Public School works in partnership with parents to ensure the regular attendance of students.

### Arrival at School

Teachers are on duty from 8:30 a.m. Students should not be at school before this time unless for a specific reason. Students remain seated in the quadrangle until 8.30 when they are dismissed to put bags away and go to the playground. The quadrangle and playground are supervised until 8.55.

### Marking of the Class Roll

The Class Roll is called each morning at 8:55 a.m. and absences recorded. Students arriving late or departing early have their attendance status for that day shown as a partial absence. Class Rolls are marked electronically. Any student arriving late or departing early will need to collect a 'late note' from the office to give to their teacher. Any students who arrive late can be escorted to class by a member of staff if required.

### Evacuations and Lockdowns

In the event of an evacuation, hard copies of rolls will be taken to the evacuation area to be marked by teachers.

In the event of a lockdown, hard copies of rolls available within classrooms and other school buildings are to be marked by teachers.

### Student Absence

If a child is absent parents & carers are requested to telephone the school on the day and send a note of explanation when the child returns to school (this may be done through the Sentral App). The school will inform parents via an SMS message on the day of the absence and then follow up with a letter, if the absence remains unexplained after seven days.

The school will contact parents if a child is regularly absent or absent for three or more consecutive days without the school being informed.

School executive will contact the parents/carers in the situation of irregular and unexplained student absenteeism. The Principal and Learning Support Team will be informed. The Department's Home School Liaison Officer may also be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

## Late Arrival and Early Departure

The school has a formal sign in and sign out procedure for students arriving late and leaving early.

Upon arrival at the school, the parent or caregiver is required to see the front office and receive a late slip from the front office and to indicate the reason for the absence. This slip is forwarded to the class teacher and formally recorded as a partial absence as per Department of Education procedure.

Similarly, a parent or caregiver arriving to collect a child before the end of school must go to the office and indicate the reason for the early departure. The office then contacts the class teacher to send the student to the office and records as a partial absence in Sentral. In some cases, such as a dentist or doctor's appointment, the child may return to the school after only a short time away from the school. Once officially signed out of school, the child will then need to be signed back into school.

## School Business Activities

Students participating in activities (excursion; camps etc.) will be marked accordingly (on school business). Teachers responsible for a school business activity are to advise the office staff, executive and classroom teachers of a list of participants.

If the student arrives late to the event, the Legal Guardian must sign the student in on the paper roll with a time, and the teacher notify the school office. The teacher must hand the roll to the office staff to update Sentral.

If the student leaves the event early, the Legal Guardian must sign the student out on the paper roll with a time. The teacher must hand the roll to the office staff to update Sentral.

## Part Day Exemptions

The Legal Guardian of students on a partial day exemption plan, will sign the student in and out of the school office on arrival or departure as per arrangements made.

A copy of the approved PDE needs to be provided to the Legal Guardian and will be kept on file at the school.

## Extended Leave

The Legal Guardian must formally apply for extended leave (anything longer than 10 or more school days) from school such as for a holiday. An Exemption from School Attendance Application must be completed and authorised by the Principal (site manager). A copy to be kept at school and given to the Legal Guardian. Extended Leave application forms are available from the front office.





### Morning

- Children are not to be at school before 8:30 a.m. There is no teacher supervision until 8:30 a.m.
- 8:30 a.m. - bell indicates students put bags outside rooms and then go to play.
- 8:55 a.m. - Children go straight to class lines and are met by teachers and taken to learning space, students unpack their bags and be ready for learning at 8:55 a.m.
- 8:55 a.m. - Rolls are marked.
- 10:00 a.m. - Fruit Break – children are encouraged to eat a piece of fresh fruit and drink water at this time.

### Lunch:

- 11:00 a.m. - Students sit in stage groups to eat lunch. Student eating is directly supervised. Parents are encouraged to provide adequate, healthy and nutritional food. Our school expectations of “Sit, Eat, Wait” are followed.
- 11:15 a.m. - Students move to the playground areas.
- 11:45 a.m. - Students line up at their class’s designated meeting place and wait quietly for their teacher.

### Recess:

- 1:15 - 1:25 p.m. – Supervised eating time – stage groups.
- 1:25 - 1:45 p.m. – Play.
- 1:45 p.m. - Students are encouraged to move off the playground area quickly, line up at their class’s designated meeting place and wait quietly for their teacher.

### After school:

- Parents are welcome to wait in the quadrangle covered area when collecting students at 3:00 p.m.
- Teachers supervise students who are waiting for buses.
- Thurgoona Drive and Bottlebrush Street crossings are manned by crossing supervisors.
- A supervised drive through drop off / pick up zone is provided within the school car park. Please note this is not a parking area and normal road rules apply; it is regularly monitored by police patrols. Also, traffic becomes highly congested in this area due to the crossings and buses. It is suggested that alternate parking/waiting be found in nearby streets, enabling students to obtain exercise in walking to the car.
- Students are able to leave the school grounds by a variety of gates around the school.
- Bikes and scooters are to be walked out of school grounds and walked across roads.

## Related Documents

Education Act 1990

[http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/ea1990104/](http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/ea1990104/)

NSW DET School Attendance Policy

<https://policies.education.nsw.gov.au/policy-library/policies/school-attendance-policy>

NSW DET Enrolment of Students in NSW Government Schools

<https://policies.education.nsw.gov.au/policy-library/policies/enrolment-of-students-in-nsw-government-schools>

NSW DET Student Attendance in Government Schools- Procedures

<https://policies.education.nsw.gov.au/policy-library/policies/school-attendance-policy>

NSW DET Exemption from School Procedures

[https://policies.education.nsw.gov.au/policy-library/associated-documents/exempt\\_gui.pdf](https://policies.education.nsw.gov.au/policy-library/associated-documents/exempt_gui.pdf)

[Compulsory school attendance- information for schools](#)

[Compulsory school attendance- information for parents](#)

## Digital Devices

This policy covers student use of digital devices (personal or school provided) and online services in school-related settings, specifically on school grounds, at school-related activities and outside of school where there is a clear and close connection between the school and the conduct of students.

[Digital Devices and Online Services Policy](#)

[Appendix 1-Thurgoona Public School procedure](#)

[Appendix 2-Student behaviour](#)

[Appendix 3 – School management of mobile phones](#)



## School Anti-bullying Plan

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

### Responsibilities to keep all people safe from bullying

School staff have a responsibility to:

- model and promote appropriate behaviour.
- have knowledge of school and departmental policies relating to bullying behaviour.
- consistent implementation of negotiated classroom expectations, routines and procedures.
- respect and support students, creating a culture where it is acceptable and encouraged to report incidents.
- respond in an appropriate and timely manner to incidents of bullying.
- implement school programs which teach students skills and strategies to understand and deal with bullying.
- maintain systems for promoting, rewarding and praising positive behaviour and ensure teaching programs include lessons which address behaviour expectations around the school.
- build student self-esteem and confidence, whilst promoting and providing a caring, safe learning environment.
- maintain active playground supervision and deal quickly and effectively with incidents
- be available to provide assistance if needed.

### The school has a responsibility to:

- collaboratively work with the school community to develop, improve and sustain the Anti-Bullying Plan.
- communicate the Anti-Bullying Plan to the school community.
- provide ongoing training for staff to develop skills to effectively resolve bullying.
- provide opportunities to model and develop appropriate interpersonal skills, including positive play activities and programs for targeted students.
- provide students with strategies to effectively respond to incidences of bullying behaviour, including responsibilities as bystanders.
- provide parents, caregivers and students with strategies that promote appropriate behaviour, and information regarding bullying, including the consequences of bullying.
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- follow up with appropriate action and document all complaints of bullying.

### Students have a responsibility to:

- to behave appropriately at all times.
- report incidents of bullying and/or any knowledge of bullying.
- respect themselves and respect others.

### Parents/carers have a responsibility to:

- support the school's Anti-Bullying Plan.
- Communicate to the school if their child is being bullied or if they have any concerns
- Work with the school if their child has been identified as making choices that are characteristic of bullying behaviour, including collaboratively developing strategies to engage their child in appropriate behaviour.





## School Anti-bullying Policy

Strategies and programs the school may implement for bullying prevention are as follows:

- explicit and ongoing teaching of the school wide behaviour expectations for all students K-6.
- promotion of the school's Anti-Bullying Plan throughout the school community via the school's website, app, assemblies and newsletter articles
- encouragement of students to inform staff when bullying occurs
- acknowledgement by staff of the seriousness of the matter and active intervention in accordance with staff responsibilities
- provision of clear information to students, parents and caregivers to outline strategies that promote appropriate behaviour and the consequences for inappropriate behaviour
- promotion of student leadership opportunities across the school
- explicit teaching for all K-6 students of stage appropriate programs which promote personal capabilities, positive relationships and incorporate strategies to deal with bullying. For example: Child Protection, Interpersonal Relationships (PDHPE) activities, Circle Time, Zones of Regulation and Bounce Back activities and the development of personal and social capabilities through learning across the curriculum areas in all syllabuses
- participation by all students in celebrating: various wellbeing focus days these may include: Bullying: No Way day, Harmony Day, Day for Daniel and World kindness Day
- support of Kindergarten students by the provision of an older student 'Buddy'
- provision to students of strategies to respond appropriately to incidents of bullying incidents of bullying behaviour, including responsibilities as bystanders and observers
- communication of bullying incidents to parents as needed
- provide well supervised, safe classrooms and play areas, including more 'secure' areas where necessary e.g. library, computer room and Positive Play area
- signs and posters will be prominently displayed around the school to teach and inform about identifying bullying, racism and promote the school's expectations
- presentation of Merit Certificates and fast and frequent recognition systems whereby students are acknowledged for being safe, respectful learners
- targeted interventions which involve small groups and individuals who demonstrate bullying behaviours and/or are subjected to bullying behaviours. These interventions focus on positive engagement at school and may involve communication with teachers, the school executive, the principal, the school's learning support team, parents and outside organisations
- provide specific, targeted social skills groups and social stories where needed



## Reporting of bullying

Bullying behaviour will vary on its severity including for example, the degree of the inappropriate behaviour, the number of children involved, the effect on the child/ children who have been subject to the bullying behaviour and the willingness of the child/children engaged in the bullying behaviour to make amends and focus themselves on positive behaviour.

Every situation is different.

The teachers at Thurgoona Public School take bullying very seriously. Once an incident of bullying has been reported the following things will typically happen:

- staff will listen and acknowledge the seriousness of the report
- staff will attempt to establish the events and who was involved
- conversations with all the people involved will focus on the importance of resilience, on understanding the situation and a positive resolution of respect, responsibility, friendship and learning
- parents will be contacted and involved in the resolution
- ongoing monitoring and support for all people involved in the incident

### **Upon occasion the following things may happen:**

- targeted and/or intensive interventions such as social skills programs with Learning and Support Teacher or Student Learning Support Officer
- the school Counsellor/Psychologist working with children affected by bullying behaviour and/or students engaging in bullying behaviour
- in the case of cyberbullying, the police may need to be contacted to make a report.

Serious incidents involving assault, threat, intimidation or harassment the following people may be involved:

- the principal or member of the school executive
- the School Safety and Response Unit
- the Director of Education, Albury network
- the police
- the Child Wellbeing unit
- School Counsellor/Psychologist

[Anti-bullying for parents and carers](#)

[Anti-bullying for students](#)

## Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	Positive Behaviour for Learning is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe, and supportive learning culture. The framework assists schools to improve social, emotional, behavioural, and academic outcomes for children and young people.	<ul style="list-style-type: none"> <li>Whole school community</li> </ul>
	Social emotional learning program	Grow Your Mind supports the whole school community to build the foundational knowledge and skills essential for looking after mental health, using common language, making wellbeing visible and building a thriving wellbeing culture.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>
	Circle time – Restorative Practices	The whole group or class form a circle to interact. This promotes inclusiveness and provides opportunities for everyone to speak and listen to one another in a safe environment.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>
	Personalised Learning Pathway	All Aboriginal and/ or Torres Strait Islander students have a PLP that is tailored to the student and is regularly reviewed, updated and celebrated.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Aboriginal and Torres Strait Islander students</li> <li>Parents/ Caregivers</li> </ul>
	Mindfulness – Smiling Mind	Support the wellbeing and learning outcomes of all students by developing social and emotional skills in children and improving overall mental health.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>
	Movement/ Brain breaks	Support the wellbeing and learning outcomes of all students.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>
	Open communication with families	<ul style="list-style-type: none"> <li>Sentral – parent portal</li> <li>3-way learning conversations</li> <li>Best start interviews</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Executive</li> <li>All students</li> </ul>
	Visuals	The <b>visual learning</b> method involves the use of images, videos, and other visual aids in order to enhance understanding and engagement.	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>
	Quality Differentiated Teaching Practice	<ul style="list-style-type: none"> <li>explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities</li> <li>specific and relevant teaching strategies to support targeted areas of communication</li> <li>active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>All students</li> </ul>





Early intervention	Zones of Regulation	The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by grouping our state of alertness, feelings, and arousal into four coloured zones.	<ul style="list-style-type: none"> <li>• K-6 classroom teachers</li> <li>• Learning support team</li> <li>• Individual students</li> </ul>
	Restorative conversations	Resolving differences and building social-emotional capacity by using affective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected.	<ul style="list-style-type: none"> <li>• K-6 classroom teachers</li> <li>• Individual / identified groups of students</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Communication	<ul style="list-style-type: none"> <li>Home-school communication</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Individual students</li> <li>Parents/ Caregivers</li> </ul>
	Learning Support team	<ul style="list-style-type: none"> <li>Learning and support teams include key personnel involved in supporting students with disability and additional and learning and support needs.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Learning Support team</li> <li>Individual students</li> <li>Parent/ Caregivers</li> </ul>
	Functional Behaviour Assessments	<ul style="list-style-type: none"> <li>Functional behaviour assessment (FBA) supports teachers to identify when, where and the likely reasons (why) behaviour(s) of concern are occurring.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Learning Support team</li> <li>Individual students</li> <li>Parents/ Caregivers</li> </ul>
	Restorative conversations	<ul style="list-style-type: none"> <li>Resolving differences and building social-emotional capacity by using affective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Learning support team</li> <li>Executive team</li> </ul>
	Reflection	<ul style="list-style-type: none"> <li>Reflection involves a single student, or group of students. The purpose of reflection is to support the student/s to reflect on their behaviour and make positive choices.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 teachers</li> <li>Executive team</li> <li>Individual students</li> </ul>
	School Counselling service	<ul style="list-style-type: none"> <li>School counselling staff support students by providing a psychological counselling, assessment, and intervention service.</li> </ul>	<ul style="list-style-type: none"> <li>School Counsellor/ School Psychologist</li> <li>Individual students</li> </ul>
	Development of support plans	<p>In consultation with all stakeholders' plans may be developed, reviewed, and amended to support the additional needs of identified students.</p> <ul style="list-style-type: none"> <li>These include Individual Learning, Positive Behaviour Management, Playground Support, Responsive Behaviour Management, and/ or Health Care plans.</li> </ul>	<ul style="list-style-type: none"> <li>K-6 classroom teachers</li> <li>Learning Support team</li> <li>Stage executive</li> <li>Parents/ Caregivers</li> </ul>
	Social Emotional Learning Program	<p>BounceBack supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.</p>	<ul style="list-style-type: none"> <li>Learning Support team</li> <li>Individual students</li> </ul>

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Learning Support team	Learning and support teams include key personnel involved in supporting students with disability and additional learning and support needs.	<ul style="list-style-type: none"> <li>• K-6 classroom teachers</li> <li>• Learning Support team</li> <li>• Individual students</li> <li>• Parent/ Caregivers</li> </ul>
	Team Around the School	Delivery Support personnel who are part of the department's Student Support and Specialist Programs Directorate. Providing coordinated multidisciplinary support for students with additional learning or wellbeing needs.	<ul style="list-style-type: none"> <li>• Learning support team</li> <li>• Assistant Principal Learning Support</li> <li>• Team Around a School</li> </ul>
	School Counselling service	School counselling staff support students by providing a psychological counselling, assessment, and intervention service.	<ul style="list-style-type: none"> <li>• School Counsellor/ School Psychologist</li> <li>• Individual students</li> </ul>
	Integration Funding Support	Integration Funding Support assist schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.	<ul style="list-style-type: none"> <li>• Assistant Principal Learning Support</li> <li>• Student Learning Support Officer</li> <li>• Parents/ Caregivers</li> <li>• Individual students</li> </ul>
	Referral for placement in a support class or SSP	District based assistance/ intervention for high-risk students.	<ul style="list-style-type: none"> <li>• Assistant Principal Learning Support</li> <li>• Team Around a School</li> <li>• Parents/ Caregivers</li> <li>• Individual students.</li> </ul>

## 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?
<b>Conference</b>	As required <5 minutes at time of incident	Class or duty teacher	Sentral
<b>Restorative practice</b>	As required at next available break time after incident	Class teacher and/or Stage AP	Sentral
<b>Alternate play plan</b> Withdrawal from free choice play and re-allocation to office or classroom for supervised play following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group	As required	Member of the Executive team	Sentral
<b>Reflection</b> The purpose of reflection is to support the student/s to reflect on their behaviour and make positive choices.	As required, 15-30 minutes at next lunch break	Class teacher and member of the Executive team	Sentral

## 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](#)

## Reviewing dates

Last review date: December 2024

Next review date: December 2025





# Thurgoona Public School



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