



2026

TINGHA PUBLIC SCHOOL



RESPONSIBLE | RESPECTFUL | PROUD | STRONG | SAFE

TINGHA PUBLIC SCHOOL

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We acknowledge the Nucoorilma people of the Kamilaroi/Gamilaroi Nation who are the traditional custodians of the land on which Tingha Public School stands. We pay respect to Elders past and present and extend that respect to other Aboriginal people.

Version Information

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Audience

All NSW public schools (excluding preschools).
Student behaviour includes 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, where there is a clear and close connection between the school and students' conduct.

Context

- All children and young people have a right to an education where students can access and fully participate in learning.
- Schools are calm and safe environments that support teaching and learning. Supporting positive student behaviour is essential for quality learning, as well as the well-being and safety of all students and staff.
- All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.
- A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviour.
- Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

- Principals, teachers and school staff acting in accordance with this policy (and related implementation documents) are acting with the authority of, and are supported by, the department.

Responsibilities

Principal

The Principal is responsible for ensuring that:

- NSW Government schools embed positive behaviour approaches, safe practices and inclusive education. Schools implement inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the Behaviour code for students.
- The department rejects all forms of bullying behaviour including online (or cyber) bullying.
- Schools develop behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students.
- Promoting positive behaviour requires schools to access support as early as possible and for system-level support to be proactive and responsive to schools' needs.
- Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include the following:
- Detention and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
- Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. See the Suspension and expulsion procedures.
- Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. See the Suspension and expulsion procedures.
- In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. The gravity of the circumstances requires that particular emphasis be given to procedural fairness. See the Suspension and expulsion procedures.
- Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.
- Procedural fairness will be afforded to all students and staff in implementing this policy (see Legal Issues Bulletin 3 Procedural fairness).
- [TPS School Behaviour Support and Management Plan](#)
- [TPS Anti Bullying Plan](#)

School Staff

School staff are responsible for ensuring that:

- By using their professional judgment, maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

Parents/Carers

Parents/Carers are responsible for:

- Ensuring their child attends school every day
- Communicating and behaving courteously
- Developing positive respectful relationships when dealing with school personnel at all times

Students

Students responsible for ensuring that:

- show respect to other students, their teachers and school staff and community members • follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Purpose

- Encourage responsible behaviour,
- Encourage a supportive, non-confrontational, non-violent, non-coercive and non-discriminatory environment,
- Develop partnerships between students, their families and staff, so that students are supported in achieving their full potential in a success orientated environment.
- Develop in students' the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- Create positive interpersonal relationships between all members of the school community,
- Maximise the educational and social opportunities and outcomes for all students,
- Enhance the school community morale and to promote a harmonious environment where conflict and stress are minimised,
- Promote awareness of consistent consequences for undesirable behaviour.

SECTION 1

'High Five'

Tingha Public School Pledge

At Tingha Public we will do our best,
We will listen and follow directions,
We will be honest and kind,
We will respect the rights of others,
And we will act in a safe and responsible way.
At Tingha Public, we are, Totally Proud and Strong.

High Five Program



NSW Government schools embed positive behaviour approaches, safe practices and inclusive education. Schools implement inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the Behaviour code for students

The 'High Five' program is built on the Positive Behaviour for Learning (PBL) foundations of;

- Be Proud
- Be Strong
- Be Safe
- Be Respectful
- Be Responsible

Students at Tingha Public School are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members • follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning

Student Wellbeing

- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

At Tingha Public School we implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

This K-6 program operates as part of the student wellbeing program. It focuses student's attention on self-discipline and responsible decision making by;

- encouraging students to take responsibility for their own learning and behaviour,
- establishing clear expectations which are known and understood by all school community members,
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.

The program is based on the concepts of;

- Inclusive Environments
- Procedural Fairness
- Mutual Respect
- High Expectations
- Personal Responsibility
- Support and Intervention.

A structure is used to monitor a students' pattern of behaviour. Parents are informed and involved at various points throughout the process.

The benefit of the program includes;

- support and promote positive and respectful student behaviour through an evidence-informed positive behaviour support approach across the [care continuum](#)
- safely include students so they can engage positively in learning and have respectful relationships with other students and staff
- engage in respectful relationships with students and parents and carers to model inclusivity for students and reflect appropriate behaviour, mindful of diversity and individual student and family needs
- provide quality learning environments that are inclusive, safe and secure, and minimise disruption, bullying, harassment, discrimination, violence, intimidation and victimisation

Discipline is teaching children to respect the rights of others through responsible thinking by learning to follow rules. Key word is **THINK**. Most school programs are designed to control the actions of children, with very little thinking involved. Their names are put on the board, told to sit at the front and they are yelled at and criticised. When our efforts fail, we give students detention or suspension and assume that when they return some how they will have learned to follow the rules.

You can't control another person's behaviour. Trying to control children by rewarding or punishing them does not teach responsible thinking – it teaches to manipulate others and to 'con' the system. Trying to control children also does another thing – it irritates them. The more they are irritated, the angrier they get, leading to chaos.

'The ideal school' is where students have been given opportunities to learn the necessary social skills so that they can think and act responsibly. In our school students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the NSW Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

NSW Department of Education

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Student Wellbeing

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

To meet the expectations set out above, students at Tingha Public school, to the best of their ability, should adhere to the following principles.

Proud

- Dress appropriately by wearing the agreed school uniform or dress code.
- Represent the school at all times with distinction

Responsible

- Arrive at school and class on time.
- Be prepared.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Strong

- Be aware of and take responsibility for how their behaviour and actions impact others.
- Model and follow school and class rules and expectations around behaviour and conduct.

Respectful

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Take care with school property and the property of staff and other students.

Safe

- Negotiate and resolve conflict.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Some actions, although undesirable, are not discipline problems. Students who fail to finish homework or forget to bring a pencil, paper or book to class are not causing disruption, unless they talk because they can't do their work.

Social skills training is required when, for example, a student bothers another while the latter is trying to study. Other examples include when a student pushes, shoves or trips another student, when children come into class late, or when students throw things in class. In other words, when students try to attract attention and distract other students who are studying, listening to or following the instructions of the teacher.

In school, to learn, students must be taught to follow the expectations and to respect the rights of their peers and all members of the school community. Thus, there is a need for a program that teaches the students social skills, leading to respect for others.

Respectful relationships and authority are both important here. Children know who have authority and who does not and they also have strong beliefs and opinions regarding respectful relationships.

The effectiveness of any model for school discipline reform depends on how well all the components of that model are interwoven. Each part depends on the others, and all must work together to create a cohesive whole. The absence of even one part can render an entire program less effective.

Asking a student why they failed to follow a expectation leads directly to reasons, excuses and avoidance of responsibility. Children are kept in the classroom even though they continue to disrupt because teachers were made to feel guilty or inadequate if they could not control their students.

How do adults decide which student's require intervention? – based on the students' current behaviour.

How do they decide whether an intervention is successful or unsuccessful? – based on the students' current behaviour changes.

Now days, behaviour change seems to have achieved a place of importance that is equal, and, in some instances superior to curriculum delivery. In many cases, it seems that the core business of a school has been forgotten or misunderstood. Teachers attend courses and workshops on how to better 'manage' their classes and individual students. An industry of educational consultants produces programs, packages, resources and kits that all purport to offer effective ways of changing student behaviour. Elaborate classificatory schemes have been invented, and complicated methods of assessing students have been created, in order, to determine the appropriate categories to which particular students belong. Alternative school settings have been established for some students who behave in certain ways. Schools currently seem to be far less places of learning, and far more institutes of behaviour management.

SECTION 2

The 'choices' we make

Advice for Teachers

'High 5' is a student support system, which encourages students to use responsible thinking. Students are shown that there are consequences for the choices they make, both positive and negative. Just as students are rewarded for the positive choices there are clear consequences for their unsatisfactory ones also.

At all times it must be their *choice*! "Do you know what is going to happen if you *choose* to be disruptive again? Is that what you want?" Don't think that it is your fault that they *choose* to leave. It is not a sign that you are a poor teacher. If they break the rules that everyone agrees are important for learning then they *choose* to leave. Be consistent and don't back down, once you have asked the questions and they have made their *choice*.

It is not to be used to threaten or force students to behave how you want them to. The students have to come up with their own strategies for behaviour control, which will allow them to stay within the rules.

- It is important to keep your voice controlled and enquiring when asking the questions.
- Make sure you call the student's name first to get their attention before you start.
- Make sure they give a positive answer to each question before you move on to the next one.
- If they don't answer correctly then ask "Are you going to work with me on this?"
- If they still don't answer properly then they have *chosen* to leave.
- Don't give warnings or chances because that puts you back in control and open to manipulation and counter-control.

If a student commits a high-level misbehaviour, you do not need to ask the questions. They have chosen to leave straight away, or it is an immediate discipline issue.

Record on the slip and butt that you have asked the student the questions and put their initials on the board.

Some students may continue to choose to tip the lesson over since they are already on detention. Remind them that they have made the choice to behave in an inappropriate manner and therefore have chosen the consequence. Also remind them that they are not responsible at any time for the behaviour of anyone other than themselves.

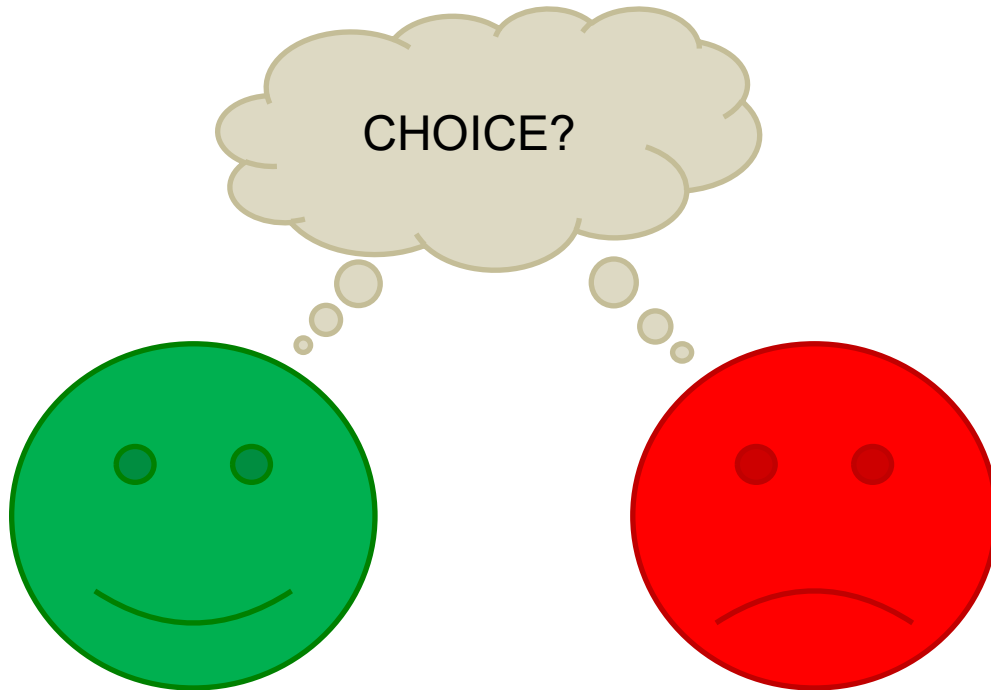
During the detention, use this negotiation process to get to know your students better in a less formal, one-on-one situation. Help them sort out their problems with particular expectations. Make sure you are both happy with the outcome. Congratulate the student on making a good plan. Remember that some students appreciate someone sharing some quality time with them, even if it is only 5-10 minutes. Repeat offenders will need a bit longer to test their commitment to what they have written. Ask them what will happen if Billy talks to them or takes their pen. They need thought out strategies to cope with these situations.

ALWAYS STAY CALM.

The System

There are two clear components to this system, all based on the **choices students** make around their behaviour.

If **students choose** to behave appropriately or if **students choose** to behave inappropriately.



Students are rewarded for the appropriate choices they make aligned to meeting expectations. The belief that only high expectations should only be rewarded/acknowledged is open to interpretation, as for some students it is a high expectation for them to attend in uniform, with their equipment each day.

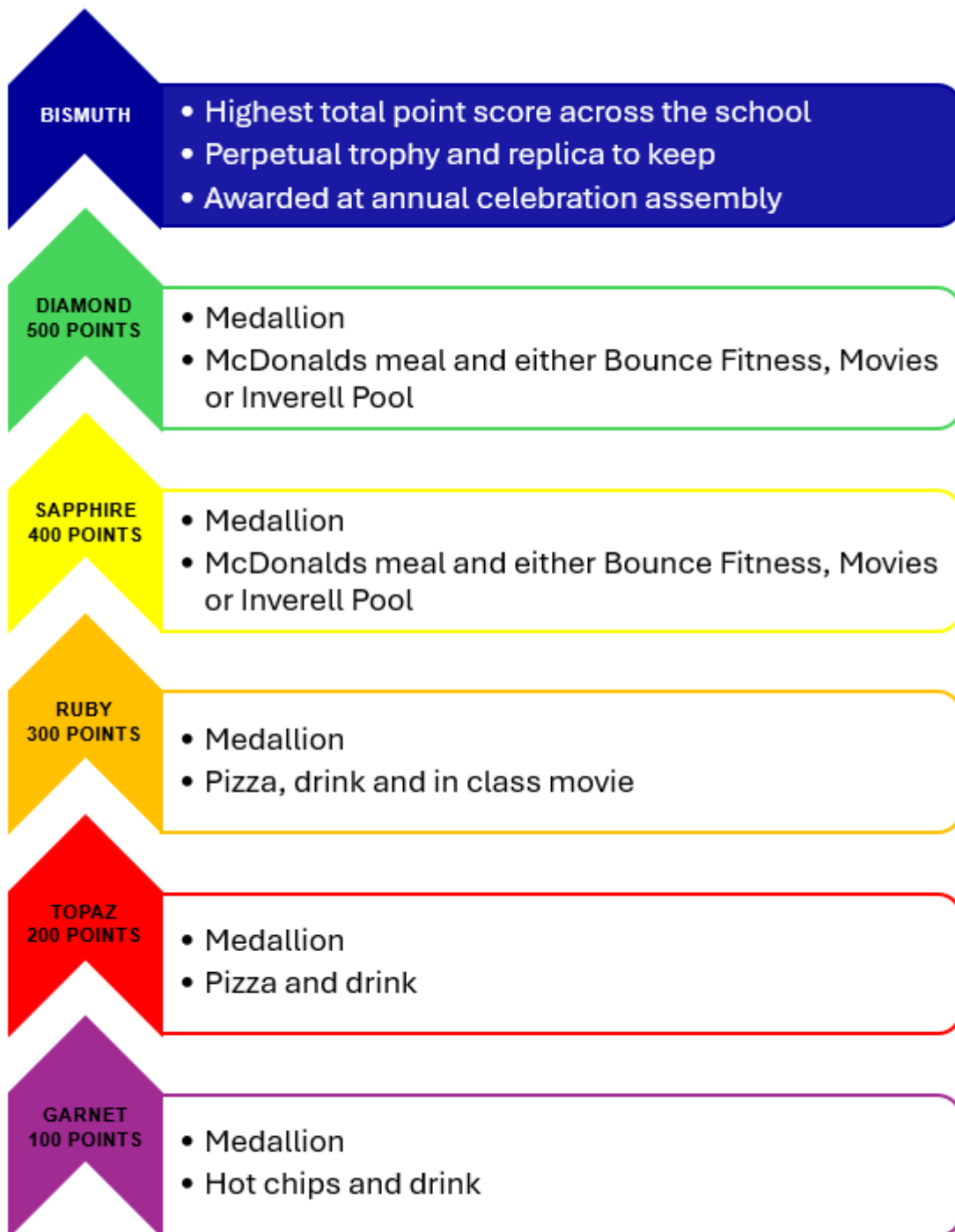
If I choose to behave appropriately.....

As stated before, students are acknowledged for a range of reasons. The overall aim is to encourage students to consistently make appropriate behaviour choices over inappropriate ones.



Tingha Public School

REWARDS FLOW CHART



Responsible | Respectful | Proud | Safe | Strong

LRD Friday, 14 August 2026



REWARDS FLOW CHART



How does it work?

- Points recorded in SENTRAL
- Tinny tokens issued to student, student hands to CT and teacher adds point into SENTRAL.
- Spare Tinny tokens stored in container near pigeonholes. (If you accrue a heap please return to the container).
- Front office staff will add points (to SENTRAL) associated with excursions, school representation etc. Teaching staff can add the points associated with their classroom practice and Tinny tokens.
- If students, ask for Tinny tokens they MUST not receive one.

Activity points			
Point value	Activity	Point value	Activity
50	National Representation	5	Age runner/up Participating in Book Week parade
40	State Representation		
30	Regional Representation	1	Tinny token Attendance at school (daily) Wearing of full school uniform (daily)
20	Zone Representation Principal's award on assembly Junior boy/girl champion Senior girl/boy champion		
10	School Representation (incl SSS) 20 points in K-6 rooms Participating in ANZAC march Participating in Remembrance Day Participating in NAIDOC activities Merit award on assembly PBL merit award on assembly Age champion Community engagement (ie: TMPS) Community engagement (ie: TMPS)		

Responsible | Respectful | Proud | Safe | Strong

LRD Friday, 14 August 2026

Please note: The above is not an exhaustive list. It is a guide only.



Garnet and Topaz



Ruby



Sapphire



Diamond

Please Note: Perpetual Trophy yet to be designed

If I choose to behave inappropriately.....

Establishing the system in the classroom

Consistent – Insistent – Persistent

Cultural change whether it be in the classroom or across the whole school will only occur if the practices of consistency, persistence and insistence are maintained.

Commonality of approach (consistency) ensures students understand expectations and the resultant consequences (both positive and negative) for the actions and choices they make.

It is impossible to expect that all staff will implement a program identically, however the expectation that certain actions are non-negotiable must be accepted.

In the following, actions that are **non-negotiable** will be highlighted royal blue.

Implementation

As this is a whole school system, it is expected that a member of the school executive will introduce the system to the school, taking time to ensure that all staff and students and families hear the same message.

Please note: Prior to launching in classes, each room must have the questions and any other relevant supporting posters, documentation etc available and/or on display in the classroom.

1. Establishing class expectations.

Classroom teachers during the following lesson are to establish the expectations for their classroom.

- Ask why rules are needed
- Ask if anyone really wants 'disruption' to their learning in the classroom
- Set rules for the classroom, such as
 - 1) No disruption
 - 2) Act in a safe way etc

Get students to suggest rules which will stop **disruption** and maintain safety. Put the rules up on the wall.

The following may prove helpful as a list of disruptions.

- Arrive to class on time,
- Bring the necessary equipment for each lesson,
- Listen to the teacher and follow instructions,
- Raise your hand and wait your turn to speak,
- Complete written work without delay,
- Allow other students to learn to the best of their ability,
- Stay on task,
- Stay in your seat,
- Act in a safe way.

Class expectation suggestions

- Come to class on time and enter the room with your equipment, as soon as possible.
- Read over your work quietly while waiting for the lesson to start.
- Listen to the teacher and follow instructions without delay or argument.
- Raise your hand and wait for your turn to speak.
- Stay in your seat.
- Act in a safe way.
- Leave other students and their equipment alone.

Or

- I will respect the right of my teachers to teach.
- I will respect the right of other students to learn.
- I will behave in a safe manner.
- I will be willing to participate.

2. The Process

Staff are to then explain how the process will be implemented in their classroom, being sure to include any personal preferences they have as examples of how they manage behaviour. After all, some students have no understanding that actions such as proximity control are warnings that their behaviour is not appropriate at that time.

Staff are to utilise their own classroom management strategies for general classroom behaviour. These include actions such as proximity control, desk tapping, naming etc.

Once you believe you have exhausted opportunities for the student to make an appropriate choice regarding their behaviour it is time to move onto the formal section of the process.

3. The Questions

WHAT ARE YOU DOING?

WHAT SHOULD YOU BE DOING?

WHAT HAPPENS IF YOU DISRUPT AGAIN?

IS THAT WHAT YOU WANT TO HAPPEN?

- Utilising the posters and resources in the classroom, explain the process to students.
- All students start on green each day (no matter how bad things the day were before)
- **STRESS** that at all times students 'choose' what will happen to them, depending on how they decide to behave and treat others.
- Once you ask the first set of questions your name will move from green to yellow.
- If you continue to choose to behave inappropriately, you will be asked the questions again and your name will be moved from yellow to orange.
- Again, If you continue to choose to behave inappropriately, you will be asked a new set of questions,

- **WHAT ARE YOU DOING?**
- **WHAT SHOULD YOU BE DOING?**

Since you do not want to work with me on this, it appears you have now chosen to go to the Principal to discuss the matter further.

your name will be moved from orange to red and you will be given a slip to go to the Principals office.

- Explain that you will provide the student with the completed slip to take to the Principal.
- Be sure to complete the back of the slip for your records and to assist with entering into SENTRAL.
- It is expected that students will complete missed classwork via detention for their teacher when on yellow or orange level.
- Students will be placed on a Principal monitoring card once placed on red. This will be negotiated between the Principal, class teacher and student.
- Finally, no matter how difficult it may be at times you must not use any part of this process as a threat, (ie If you keep behaving in this manner I will read you the questions) and once you start the process you must continue.....never back down.

4. Referral Slip

1. Complete the slip and inform the student to go directly to the principal's office. Use the back side of the butt to make notes for your records.

REFERRAL SLIP (Please keep stub as a record and to enter details into SENTRAL)		REFERRAL SLIP			
Date:	Date:	Time:	Questions?	Y	N
Time:	Student:	Teacher:	Year:		
Student:	Subject:				
Talking while teacher talking	Disruptive Behaviour (Please tick ✓)		First	Second	Third
Disrupting others from learning	1	Talking while teacher talking			
Causing a disruption through lateness	2	Disrupting others from learning			
Not following teachers' instructions	3	Causing a disruption through lateness			
Calling out to:	4	Not following teachers' instructions			
Other:	5	Calling out to:			
	6	Other:			
SENTRAL Entry	Phone Call	Comment:			

Remember

- ☒ Students must be in control of their own behaviour,
- ☒ Don't make threats eg. "If you do that again, I will ask you the question",
- ☒ Don't raise your voice in anger,
- ☒ Don't get students into an argument with other students,
- ☒ Don't send anyone to the Principal without asking the questions (following the process)
- ☒ Put all details on the slip – Date/Time/Disruption details,
- ☒ Don't think about asking the questions – JUST DO IT!

Negotiating Plans

Negotiating is critical to building and strengthening student/teacher relationships. Using questions helps students think through their problems.

Questions to ask when Negotiating

- Tell me about your plan,
- What is different between this plan and the last plan you wrote? What will you do when you find yourself in this situation again?
- What will I see you doing if you are following your plan successfully?
- What could make it difficult for you to successfully complete your plan?
- How will you deal with that difficulty?
- What do you need to help you with your plan?
- If you are really having difficulty with your plan, to whom will you go for help?
- Will you disturb others while implementing your plan?
- Are you really committed to following your plan?
- How will we know if you are really serious about your plan?

Follow-up questions after Negotiations

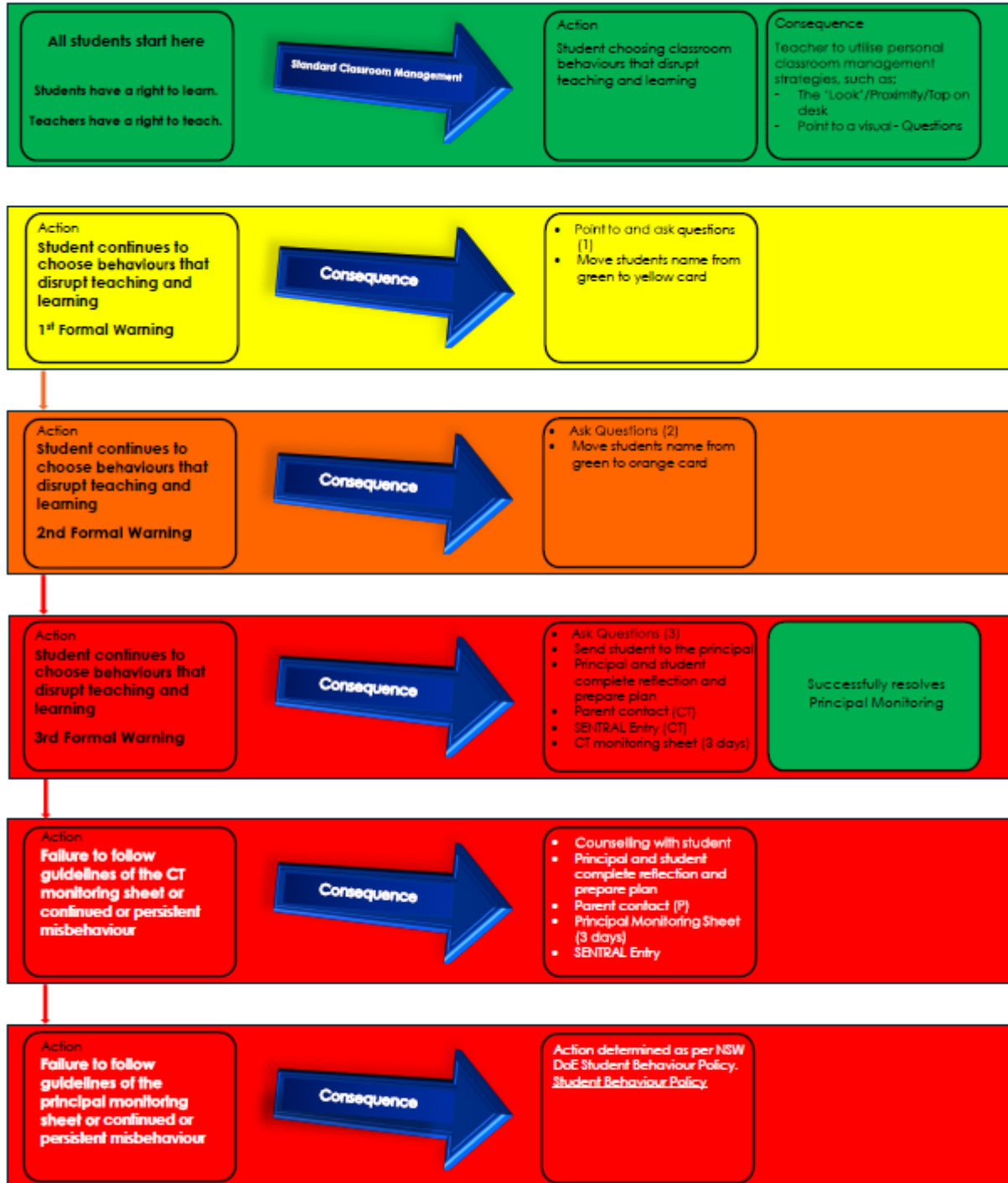
- How is your plan working?
- Are you following your plan?
- Does your plan need to be changed?
- What happens when you don't need to follow your plan?
- Is that what you want?

Classroom Management Flowchart



Tingha Public School

CLASSROOM MANAGEMENT FLOW CHART



School Pledge



Tingha Public School

School Pledge



**At Tingha Public we will do our best,
We will listen and follow directions,
We will be honest and kind,
And we will recognise the
rights of others.**

**At Tingha Public School we are
Totally Proud and Strong,
And we act in a safe and
respectful way.**

Responsible | Respectful | Proud | Safe | Strong

Students and staff recite the school pledge daily at the morning assembly. It was vital that this program was reflective of and linked to the pledge.

Green Poster for Student names – Green Level



All students start on green each day.



Questions (1)

1. What are you doing?
2. What should you be doing?
3. What will happen if you disrupt again?
4. Is that what you want to happen?
5. Get back to it thanks.

Responsible | Respectful | Proud | Safe | Strong

These questions are asked once the teacher has exhausted their classroom behaviour management strategies.

Yellow Poster for names – Yellow Level



Responsible | Respectful | Proud | Safe | Strong

The student's name is moved onto here from the green poster.

Questions 2 - Orange Level



Questions (2)

- 1. What are you doing?**
- 2. What should you be doing?**
- 3. What will happen if you disrupt again?**
- 4. Is that what you want to happen?**
- 5. Get back to it thanks.**

Responsible | Respectful | Proud | Safe | Strong

These questions are asked by the teacher when the student behaves in a manner that interferes with teaching and learning and contravenes the pledge.

Orange Poster for names – Orange Level



Responsible | Respectful | Proud | Safe | Strong

The student's name is moved onto here from the yellow poster.

Questions 3 - Red Level



Questions (3)

1. What are you doing?
2. What should you be doing?

Since you don't want to work with me on this, it appears you have chosen to now go to the Principal to discuss the matter further.

Responsible | Respectful | Proud | Safe | Strong

These questions are asked by the teacher when the student behaves in a manner that interferes with teaching and learning and contravenes the pledge. The teacher then completes a slip and the student presents to the principal's office.

Principal, teacher and student identify a goal and complete plan. Principal contact parent/carer to inform them of issue and student's placement on a plan. Student and class teacher discuss plan at next available break. Student completes the plan throughout the day, presents to the principal at 2:45pm and takes home for parent/carer perusal.

Sheet is brought back school the following day for completion. Process is for 3 days.

If the student is referred during their time on the monitoring card they will be placed on detention, given an extra day on the card and for repeated noncompliance may face further actions.

SECTION 3

Bullying and cyber bullying

Background

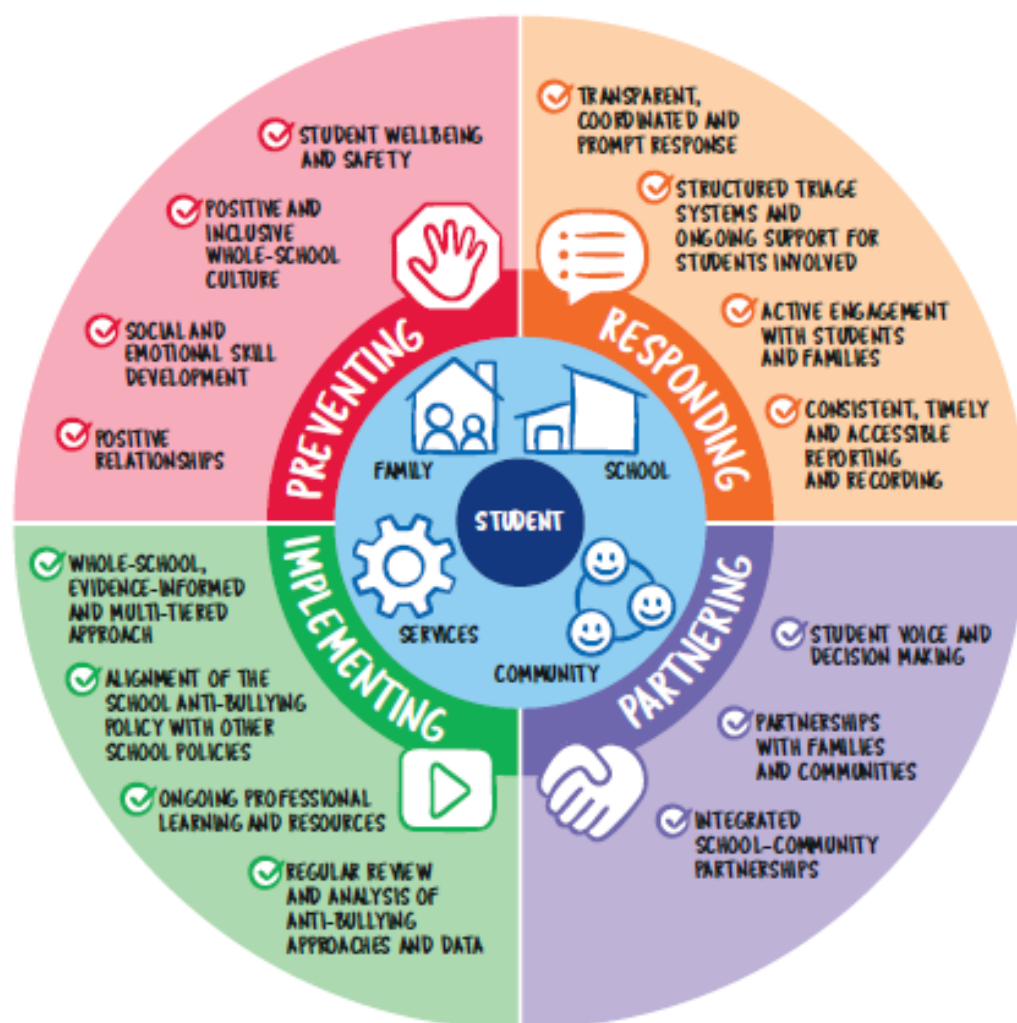
At Tingha Public School we have a zero tolerance of bullying in any form. At TPS we are all equal and there are significant consequences for those who choose to bully others.

Students are explicitly taught about what Bullying looks like and provided with strategies on how to manage situations should they witness bullying or perceive they are being bullied annually during national Bullying No Way week and intermittently, throughout the school year as need arises.

NSW Anti Bullying Framework



NSW Anti-Bullying Framework



Preventing

Building a whole-school culture promoting positive relationships, inclusion, safety and kindness, creates school environments where every student feels valued, connected, and supported. When these values and social and emotional skills are consistently modelled and reinforced across the school, the school community is more likely to treat each other with respect, resolve conflicts peacefully, and contribute to an environment where bullying is less likely to occur or persist.



Responding

Responding effectively and reducing harm from bullying demands a whole-school approach where every incident is consistently reported, recorded and responded to with urgency and care. When school staff effectively manage bullying incidents and support students who experience bullying in a coordinated and timely way, it builds trust, ensures accountability, and helps prevent further harm.



Partnering

Active partnerships with the school sector, within the school and with families and community services that build a strong network of support around students, are essential to reducing the harm caused by bullying. When the education sector and whole-school community work together in a coordinated and caring way, students feel safer, more connected, and confident that bullying will be taken seriously and addressed effectively.



Implementing

Effective implementation of whole-school, evidence-informed multi-tiered systems of support provides a coordinated, consistent approach to preventing and responding to bullying across all levels of the school community. When supported by aligned policies, ongoing teacher professional learning, and regular monitoring, these systems create safer environments where student wellbeing is actively protected, and harm is significantly reduced.

What is bullying?

How to identify bullying and signs a child might be involved in bullying at school.

Bullying is defined by three key features:

- it involves a misuse of power in a relationship
- it is intentional, ongoing and repeated
- it involves behaviours that can cause harm.

Having a disagreement with a friend, or a single incident or argument is not defined as bullying. These behaviours may be upsetting, and should be resolved, but they are not bullying.

Physical and verbal bullying, such as kicking or name calling can be easy to see (overt). Other types of bullying, such as social exclusion or spreading rumours are not as easy to see (covert).

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including being Aboriginal; they have a disability; their size or body shape; their schoolwork, hobbies or achievements; or other ways they may be different.

Bullying can also happen online using technology such as the internet or mobile devices. This is called [cyberbullying](#).

How can I tell if a child is involved in bullying?

Children who are bullied or are bullying others may respond and act differently.

A child's behaviour and mood can change for a variety of reasons. Be alert to the possibility that the change may be related to bullying.

You may notice the child:

- doesn't want to go to school or participate in school activities
- changes their route to school or becomes frightened of walking to school
- drops in academic performance
- changes sleeping or eating patterns
- has frequent tears, anger, mood swings or anxiety
- takes money from home
- has unexplained bruises, cuts or scratches
- loses or brings home damaged belongings or clothes
- asks for extra pocket money or food
- arrives home hungry.

The signs of online bullying can be the same as signs of other bullying but may include other behaviours with phones and computers. For example, your child may:

- be hesitant about going online
- seem nervous when an instant message, text message or email appears
- be visibly upset after using the computer or mobile phone, or suddenly avoid it
- close a laptop or hide a mobile phone when others enter the room
- spend unusually long hours online.

Often children do not report bullying to their parents. This may be because they are afraid of upsetting their parents, feeling ashamed, afraid of making things worse, or worried that they may lose privileges such as access to the internet.

Adapted with permission from [Bullying. No Way!](#) Visit the website to learn more about bullying.

Access wellbeing support

Looking after your own and your child's wellbeing is important. For more information to stay safe and well access our [Mental health resources](#).

Further Information

Further information is available on the [eSafety Commissioner website](https://www.esafety.gov.au/educators), <https://www.esafety.gov.au/educators> on the [parent webpage](#) and [Bullying - NSW Department of Education](#)

