

# Tinonee Public School Behaviour Support and Management Plan

## Overview

At Tinonee Public School we strive for excellence to optimise strong foundations in all key learning areas in an inclusive environment with strong community and cultural connections. All students are valued, empowered and inspired in a culture of high expectations to develop to their fullest potential in all life pursuits.

Tinonee Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning.

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.

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.

## Tinonee 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.
- Provide an environment where students will be respected, respect each other, valued, encouraged, supported and empowered to succeed to ensure each student's right to learn in a safe and caring environment
- Provide relevant programs which develop knowledge, skills and positive attitudes for all
- Use a variety of departmental and non-departmental support services when required to support students
- Utilise the Departmental Care Continuum across the whole school curriculum.

## Partnership with Parents and Carers

The school will work in partnership with parents to implement the SBSMP, while parents will support their child to abide by the Behaviour Code for Students, <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01> resolving issues about their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter, <https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

Tinonee Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and antibullying strategies, by:

- inviting parent/carer and student feedback through formal and informal means, such as Tell Them From Me surveys, school surveys, consulting with the P & C and local AECG
- Provide opportunity for consultation with parents during the development, monitoring and review of the SBSMP, as appropriate.

Tinonee 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

Core Values	Code of Conduct
Be Respectful	Always using appropriate language Always showing respect to all people
Be Responsible	Ownership of own conduct, possessions and school property
Be Safe	Consistently making good choices and following school rules

## 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 and values 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. \*
- developing a love of learning
- pursuing excellence and high standards
- exhibiting a strong sense of fairness and social justice
- have respect for and understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society

### **All students are expected to:**

- attend school every day, unless they are legally excused
- be in class on time and prepared to learn
- maintain a neat appearance and follow the school uniform policy
- behave safely, considerately and responsibly including when travelling to and from school
- follow class rules, speak courteously and cooperate with instructions and learning activities
- treat staff, other students and members of the school community with dignity and respect
- care for property belonging to themselves, the school and others.
- Any behaviour that infringes on other people's safety such as harassment, bullying or any illegal behaviour will not be tolerated at our school.

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students.

Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.



Care Continuum	Strategy or Program	Details	Audience
Prevention	Boys Group Sister Speak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education and following aspirations.	Aboriginal and Torres Strait Islander young people.
Prevention	Resilience Project	A whole school program that explicitly teaches students Gratitude, Empathy and Mindfulness and focuses on their mental health.	Whole School
Prevention	Rewards Days	Reward days bring together the whole school community to contribute to developing a positive, safe and supportive learning culture.	Whole School
Prevention	eSafety	A program that models and explicitly teaches positive inclusive and safe behaviours online.	Whole School
Early Intervention	Three in My tree	Whole school approach to students identifying at least three staff members to check in at any time during the school day. Regular check-in's three times per term K-6.	Whole School
Targeted Intervention	Learning and Support	The Learning and Support team work with teachers, students, families and external providers to support those students who require personalised learning and support. Including Instructional Leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff, outside agencies

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Behaviour Plans/Risk management plans	A specialised Individual plan to support those students who require personalised behavioural support and display emerging conduct problems such as aggression, defiance, and disruptive behaviours. Made in consultation with parents, Executive, students and classroom teachers, and Department Learning and Wellbeing specialists	Individual students, families, staff
Targeted Intervention	Attendance Monitoring	Regular and ongoing systems to monitor student attendance, and reasons for absences. Regular fortnightly meetings with the Home School Liaison Officer (HSLO) to monitor identified students at risk. Five weekly attendance percentage data shared with students and parents.	Executive staff and HSLO Parents and Students
Targeted Intervention	Seasons for Growth	A specialised targeted intervention program for students in Stage 1, Stage 2 and Stage 3 who have experienced grief or loss. This program gives students tools and strategies to help them through the grieving process, as required	Individual Students
Targeted Intervention	Chaplain Program	A specialised targeted intervention program for students in all Stages who require one on one social and emotional support.	Identified Students K-6

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

### Responses to serious behaviours of concern

All matters related to the school wellbeing system will be managed in consultation with the Principal, Executive, Classroom Teachers and specialist staff. All staff will use the school's web-based student management system for monitoring student behaviours.

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:

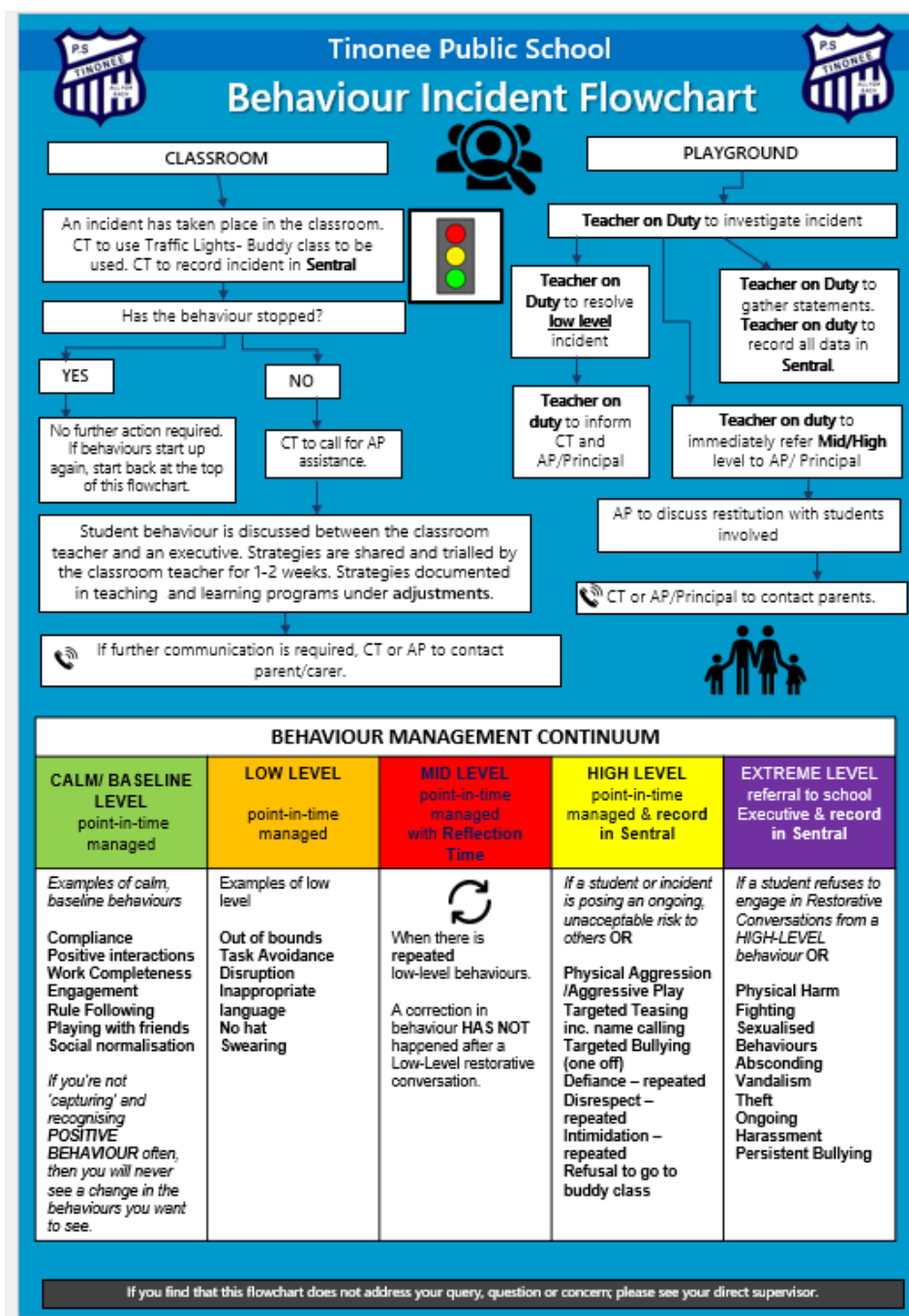
- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving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

### 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](#).

## Reflection and restorative practices:



Implementation date: Term 1, 2025

Next review date: Term 4, 2025