NSW Department of Education

Tocumwal Public School-School Behaviour Support and Management Plan 2025

Overview

Tocumwal Public School values the diversity of our school community and aims to provide quality education for all and to promote a love of lifelong learning and advancement. At Tocumwal Public School we believe in a positive school environment which is a safe, respectful place for learning: an environment that allows students to be successful and happy.

Tocumwal Public School rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff actively respond to student bullying behaviour.

Partnership with parents and carers

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing. The school will partner with parents/carers in establishing expectations and developing and implementing student behaviour management strategies by:

- Reviewing our whole School Behaviour Support and Management Plan each year in consultation with the broader school community.
- Seeking feedback from parents and students through formal and informal means such as Tell Them From Me surveys (TTFM), school surveys, consulting with the P & C and local AECG.

Tocumwal Public School will communicate these expectations to parents/carers by presenting our plan at P&C meetings, publishing details of our plan on our school website and in the school newsletter.

School-wide expectations and rules

Expectation - Respect	Expectations - Responsibility	Expectation - Safety
Respect: All members of the school community are expected to treat others with kindness, empathy, and respect.	**Responsibility:** Students are encouraged to take ownership of their actions and choices, recognising the impact they have on themselves and others.	**Safety:** The safety and well-being of all individuals within the school environment are paramount. Any behaviour that compromises safety will not be tolerated.
Expectation - Cooperation		**Expectation - Engagement**
Cooperation: Collaboration and cooperation are essential for maintaining a positive and inclusive learning environment.		**Engagement:** Students are expected to actively participate in learning activities and contribute positively to classroom discussions.

Our school rules are called the "**Rainbow Rules**." Each rule is assigned a colour and simply states expectations of all children.
They are:

Use manners and respect others.
Listen and follow directions.
Keep hands, feet and objects to yourself.
Be in the right place at the right time.
Behave safely.
Have a go.
Be a good friend.

Strategies implemented to assist students in meeting these expectations

1. Positive Reinforcement: We recognise and celebrate instances of positive behaviour through verbal praise, certificates, and other incentives.
2. Clear Expectations: Classroom and school-wide expectations for behaviour are communicated clearly to students, parents, and staff.
3. Restorative Practices: When conflicts arise, we emphasise dialogue, empathy, and problem-solving to repair harm and restore relationships.
4. Consistency: All staff members apply behaviour management strategies consistently and fairly, ensuring that consequences are proportionate to the behaviour exhibited.
5. Support: Students who require additional support in managing their behaviour are provided with access to counselling, mentoring, or other intervention programs as needed.

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

Tocumwal Public School uses the concept of a care continuum to underpin our whole school approach to behaviour support and management. The care continuum has a prevention-focused approach and help to address the full spectrum of student needs including:

- prevention
- early intervention
- targeted intervention
- individual intervention

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Week of Action (NWA)	TPS participates in the annual national week of action against bullying and violence (NWA) in August each year.	• Staff • Students 3-6
Prevention	Assertive Discipline	Consists of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.	• All teachers • Students K-6
Prevention	Child Protection	Teaching child protection education is a mandatory part of the syllabus.	• All classroom teachers • Students K-6
Targeted	Zones of Regulation	Led by SSO as groups are identified	• Targeted Groups • SSO
Individual intervention	Integration Funding Support	Individual funding support is provided by the department so that students will be supported in their mainstream classroom if your child	• LaSTeam • Individual students

Care Continuum	Strategy or Program	Details	Audience
		qualifies for IFS the school plan additional resources to provide adjustments to personalise learning and support for your child. This may include an extra teacher and or school learning support officer if this is the most appropriate resource to help your child.	and families
Early/Targeted/Individual intervention	Learning & Support	• ROAR – Blooming Friendships, Growing Minds • Storm Birds • RDA • School Counsellor • Classroom & Playground Support • LEGO Program	
Individual intervention	School Case Management Individual management plans	this may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans. We build capacity of school teams and teaching staff should be able to develop an individual student support plan and risk management plans for individual students in collaboration with parents and other department staff.	• Individual students and families • Teachers

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.
See Appendix 1.

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

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

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

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

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and flow charts {appendix 1 or 2} in deciding whether a classroom or playground behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

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

Classroom	Non-classroom setting
rule reminder re-direct offer choice error correction prompts reteach	rule reminder re-direct offer choice error correction prompts reteach

seat change stay in at break to discuss/ complete work conference detention, reflection and restorative practices communication with parent/carer.	play or playground re-direction play in another space walk with teacher, community service detention, reflection and restorative practices communication with parent/carer.

Tocumwal Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. Positive Living Skills consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks. Mini Merits are also handed out for the demonstration of such skills as a reward and motivation.

We acknowledge that not all students are encouraged by the same thing or in the same ways. Younger students may be more motivated by adult attention while older students are typically more motivated by peer attention, activities, privileges, or freedom. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Verbal Responses **Specific Praise:** "I noticed how you helped your classmate with their assignment. That was very thoughtful!" "You did a great job sharing your ideas during group discussion today." "Your effort on that project really shows. Well done!" **Encouragement:** "Keep up the good work!" "You're doing a fantastic job of staying focused." "I appreciate how you're always willing to try new things." **Acknowledgment of Improvement:** "I've seen a big improvement in how you handle disagreements. That's great progress!" "You're becoming more organized with your assignments. It's paying off!"	**Verbal Responses** **Acknowledging Positive Aspects While Redirecting:** "I like how you're asking questions, but let's remember to take turns when speaking." "It's great that you're excited to share. Can we try raising our hand first?" **Reinforcing Effort to Self-Correct:** "Thank you for calming down quickly just now—that's really responsible." "I noticed you stopped tapping your pencil after I reminded the class. Well done!" **Highlighting Expected Behaviour:** "That's a good choice to focus back on your work—keep it up!" "Great job moving back to your seat so quickly when I asked."	**Verbal Responses** **Reinforcing Positive Choices** "I'm proud of how you handled that situation. You made a great choice by walking away." "You remembered to use your calming strategy—that's exactly what we talked about!" **Acknowledging Effort and Progress** "I see you're trying really hard to stay focused. That shows a lot of self-control." "You've made great progress in asking for help instead of getting upset." **Highlighting Specific Behaviours** "You kept your hands to yourself and respected everyone's space. That's fantastic!" "Thank you for using kind words to explain how you feel. That's a mature way to communicate."

Celebration of Effort:
"Your determination to finish that math problem was impressive."
"I'm proud of how hard you worked on your presentation."
Reinforcement of Positive Choices:
"Thank you for waiting patiently. It really helps keep our classroom calm."
"I like how you included everyone in your game at recess."

Non-Verbal Responses

Thumbs Up or High Five:
A simple gesture to acknowledge good behaviour or effort.
Smile and Nod:
Reinforces positive actions without interrupting the flow of the classroom.
Stickers or Tokens:
Rewards for consistent positive behaviour over time.
Classroom Points or Rewards System:
Public recognition or small rewards for achieving behaviour goals.
Quiet Praise:
A discreet nod or smile across the room can encourage good behaviour without disrupting others.

Positive Reinforcement for Partial Improvement:
"You're doing a good job keeping your hands to yourself. Let's keep it going."
"I can see you're trying to stay quiet during reading time—nice work!"
Encouragement to Stay on Track:
"You're off to a good start with following the rules. Let's keep making those great choices."
"I know it's hard to stay patient, but you're doing really well."
Empowering Through Choices:
"I can see you're thinking about how to fix this. You've got this!"
"I know you can choose a better way to ask for help—let's try that."

Non-Verbal Responses

Proximity Control:
Walk near the student to subtly redirect their behaviour while maintaining a calm presence.
Eye Contact:
Use warm but firm eye contact to convey expectations and acknowledgment of better choices.
Gesture to Recognize Positive Effort:
A thumbs-up, nod, or small clap when they start to self-correct.
Quiet Praise:
Smile or mouth "thank you" when the student shows positive behaviour.
Pointing to Visual Aids:
Use classroom rules posters or charts to reinforce expected behaviour non-verbally.
Praise Through Actions:
Place a small reward (e.g., sticker or token) quietly on their desk as acknowledgment.
Affirming Body Language:
Open arms or a friendly wave to invite participation after redirection.
Tangible Redirection Tools:
Hand them a fidget toy or task card as a positive way to refocus their energy.

Validating Emotional Regulation
"I noticed you took some deep breaths when you felt frustrated. That was a smart way to calm down."
"You stayed calm when you didn't get your way. That shows you're growing!"
Building Confidence Through Encouragement
"You've shown you can handle this. I believe in you."
"You're learning how to solve problems step by step—keep going!"
Offering Recognition for Small Wins
"You completed the first two steps of your task—great work! Let's tackle the rest together."
"I saw you chose to sit quietly after I reminded you. That's a step in the right direction."

Non-Verbal Responses

Visual Acknowledgment
Thumbs-Up or Smile: A simple but powerful way to show approval immediately.
Silent Clap: Quietly celebrate their positive actions to avoid drawing too much attention.
Proximity and Support
Stand nearby to provide reassurance and let the child feel supported without needing verbal redirection.
Reward Tokens or Stickers
Quietly place a token, sticker, or small note on their desk acknowledging their effort.
Personalised Hand Gestures
Use a special gesture (e.g., a peace sign, heart shape, or wave) agreed upon with the child to signal recognition.
Calm Physical Presence
Offer a pat on the shoulder or a fist bump for effort or good choices.
Tangible Rewards
Use individualized rewards such as a break card, sensory tool, or a special privilege (e.g., being a helper).
Visual Tracking
Incorporate a behaviour chart where they can see progress in real time, paired with a non-verbal nod or gesture when they achieve a goal.
Active Listening Signals
Show you're listening by nodding, leaning in slightly, and maintaining eye contact as they communicate or explain their actions.

Responses to serious behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on the school SENTRAL wellbeing system. These may include:

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

Detention, reflection and restorative practices

Toilet and food breaks are always included when a withdrawal option is taken. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Teacher directed Time-Out in the classroom Time out in the classroom is part of an individual plan for the student. The			SENTRAL

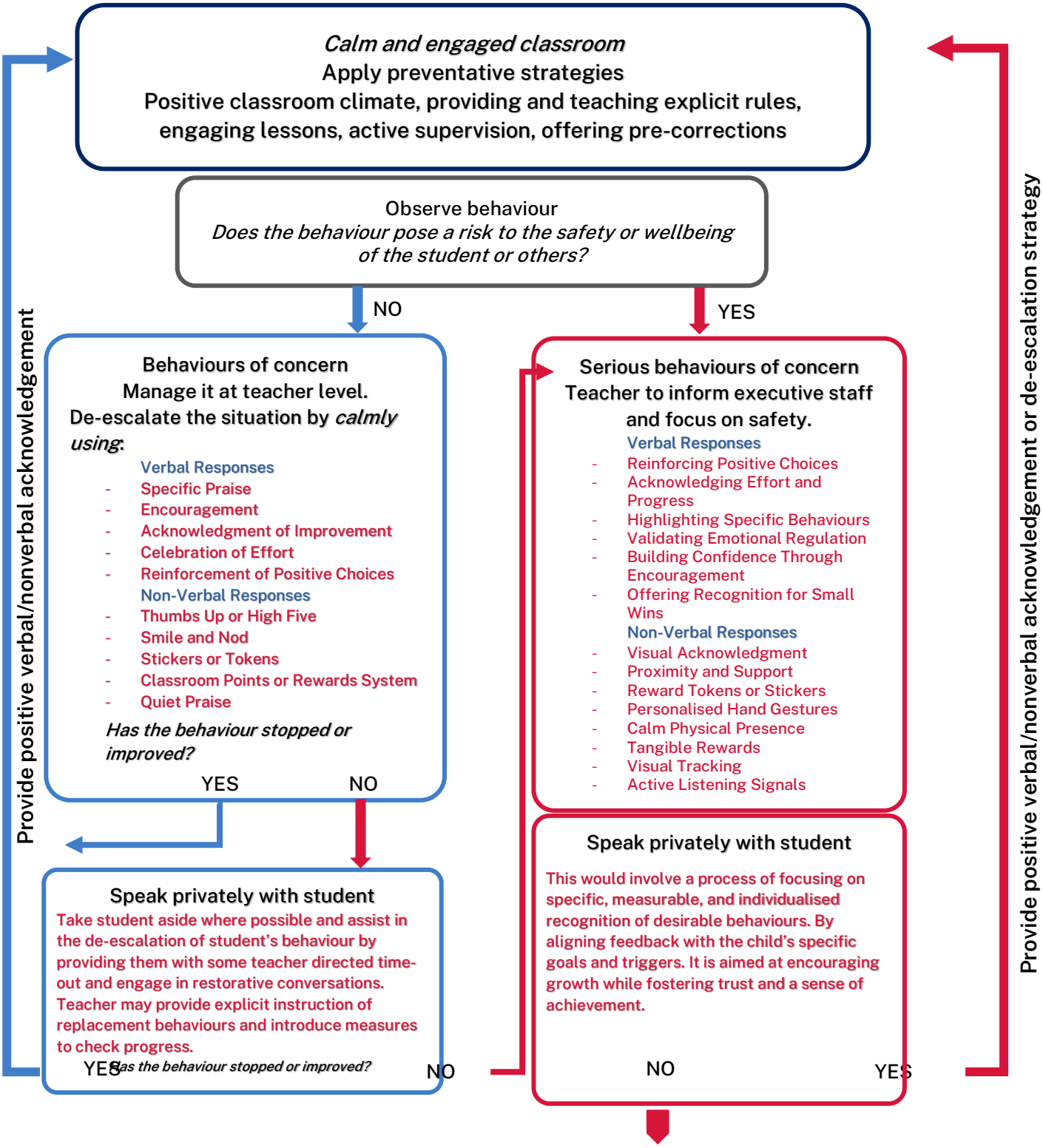
Strategy	When and how long?	Who coordinates?	How are these recorded?
student is directed to go to an agreed space within the classroom or Wellbeing Cottage to minimise escalation of minor inappropriate behaviour.	As required 5-10 minutes	Classroom Teacher	
After time-out restorative conversations between the teacher and student support the student to learn appropriate behaviours. The teacher may provide explicit instruction of replacement behaviours and introduce measures to check progress and give personalised feedback to the student as they develop replacement behaviours.	As required	Classroom Teacher	SENTRAL
The teacher will communicate with the parent when there are multiple time-outs in a short period of time. *NB students may be asked to complete unfinished learning tasks in the classroom. This is not considered time-out.*		Classroom Teacher	SENTRAL
Self-Directed Time Out A student goes to a pre-arranged area of the classroom to self-regulate. This is part of a planned strategy and is identified in the student's individual planning and communicated to parents.	As required per individual plan	Classroom Teacher	SENTRAL
Reflection room A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection).	During recess or lunch break appropriate to the age/developmental level of the student	P or AP's, SSO	SENTRAL
Alternate play plan 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 (detention).	When required appropriate to the age/developmental level of the student	P or AP's, SSO	SENTRAL

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative practice peer mediation or circles in groups	Teacher identified	SSO	SENTRAL

Review dates

Last review date: Day 1, Term 1, 2025
Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

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

Day 1: Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student and check with the student to ensure you have the facts correct
- Enter the record in SENTRAL
- Notify school executive of incident if required in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in SENTRAL
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in SENTRAL

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in SENTRAL
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students