School Behaviour Support and Management Plan

Overview

At Tomerong, Public School we work with our community to provide a quality learning environment which is:

- Inclusive
- safe and secure
- conducive to learning
- free from bullying, harassment and intimidation.

At Tomerong PS we focus on ensuring every student has a strong sense of belonging and connectedness. There is a strong focus on the mental and emotional wellbeing of each student through explicitly teaching positive values, social skills and strategies to deal with difficult life events, including instances of bullying.

When parents enroll their children, they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have input into their child's learning.

All students and staff of Tomerong PS have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Similarly, students should expect to engage in learning experiences without the interruption of inappropriate behaviors.

We aim to develop socially responsible young people who can make informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students through ongoing values-based education and high expectations.

The School Behavior Support and Management Plan (SBSMP) reflects the school's strong focus on building and encouraging respectful relationships. Our school's values of Respect, Responsibility, Participation and Safety reflect our commitment to ensuring students' social, emotional and cognitive wellbeing is maximised.

Partnership with parents and carers

Tomerong Public School fosters a positive relationship with the school community, aiming to encourage active participation of children in all activities. Parents are urged to send their children to school in clean uniforms, equipped with healthy food, and having had sufficient rest.

Parents are encouraged to actively engage in their child's educational journey, supporting positive outcomes by monitoring progress and modeling constructive behaviors. Regular communication with school staff regarding their child's learning is emphasized, as is the commitment to maintaining a safe and respectful learning environment. Constructive communication and adherence to established processes when addressing concerns are highlighted as essential. Additionally, parents are reminded of the importance of ensuring their child's regular attendance, demonstrating a holistic approach to supporting their child's education and well-being.

To effectively communicate with the school community, we will use several methods:

- **School Newsletters**: Regular updates to keep parents informed about school activities, policies, and important reminders.
- **Surveys**: Both formal and informal surveys to gather feedback and gauge the community's needs and concerns.
- **Consultations**: Engaging with the Parent Organisation & Committee (PO&C) and the Aboriginal Education Consultative Group (AECG) to discuss and address community-specific issues.
- **Parent Meetings**: Hosting meetings and workshops to discuss educational strategies, address concerns, and provide updates.
- **Digital Platforms**: Utilising the school's website and social media to disseminate information and engage with the community.
- **Open Forums**: Organising open forums or Q&A sessions to facilitate direct communication between parents and school staff.

These methods will help ensure that parents and the school community are well-informed, engaged, and able to contribute to a positive educational experience for all students.

School-wide expectations and rules

Be Safe	Be Responsible	Be Respectful	Be your best
Hands and Feet to yourself Follow instructions		Speak politely and be a good listener	Wear school uniform
Stay in bounds	Right place, right time, right thing	Respect other people's property	Complete quality work
Use equipment safely	Take care of your own belongings	Respect personal space	Challenge yourself
Wait your turn	Tell the truth	Display good manners	Actively participate
Walk on concrete	Accept responsibility for your actions	Consider the feelings of others	Be resilient learner

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

Tomerong Public School is dedicated to embedding student well-being and fostering positive behaviour through a comprehensive range of strategies and practices aimed at promoting a conducive learning environment. These strategies are grounded in evidence-based classroom methodologies, which serve as the cornerstone for fostering engagement and nurturing respectful relationships.

Among these practices are the clear articulation and explicit teaching of classroom expectations, the establishment of predictable routines communicated effectively to students, and the encouragement of positive behaviour through feedback and reinforcement.

Additionally, we actively discourage inappropriate behaviour and prioritise the supervision of students to ensure their safety and well-being. Our commitment extends to maximising learning engagement by providing carefully structured, engaging lessons that offer students choices and accommodating diverse learning needs through differentiated content and tasks.

Through these measures, we aim to cultivate an environment conducive to positive behaviour and academic success.

These approaches and strategies are grounded in evidence-based effective classroom practices that foster engagement with learning and respectful relationships. Key practices include clearly stating and explicitly teaching classroom expectations, establishing predictable routines and procedures communicated effectively to students, and encouraging expected behavior through positive feedback and reinforcement. Inappropriate behavior is discouraged, and active supervision of students is maintained. The strategies also emphasise maximising opportunities for active engagement with learning, providing carefully sequenced and engaging lessons with options for student choice, and differentiating learning content and tasks to address the diverse needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Peer Support	Our peer support program serves as a vital means of fostering positive relationships, empathy, and resilience among students. Our program involves older students mentoring younger peers, providing support, guidance, and friendship. They aim to create a supportive and inclusive school culture, where students feel valued and connected, ultimately enhancing well-being and academic success.	All
Prevention	Buddy System	Buddy classes at Tomerong Public School pairs older students with younger ones to foster relationships and collaboration. This promotes leadership, empathy, and inclusivity while enhancing academic and social integration across different year levels.	Kindergarten and Year 6
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	All
Prevention	Defence Mentor	Our Defence Support Mentor aids students from defence families by offering guidance and practical help to navigate educational challenges. They collaborate with school staff and external agencies to ensure students have resources and support for academic success despite the unique demands of military life.	Defence families

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) in August each year.	Staff, students 3 - 6
Prevention/Early Intervention/Targeted Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	All
Early Intervention	Student Wellbeing Officer	Tomerong Public School engage a student wellbeing officer. They support wellbeing strategies, and various activities. It complements specialist services.	Individual students K - 6
Early intervention	Seasons for Growth	Seasons for Growth is an educational program for children and young people, helping them navigate change, loss, and grief effectively. It supports those affected by various life challenges like friendship changes, family separation, or bereavement.	Individual students K - 6
Targeted/Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Targeted/Individual intervention	Attendance Support	The LST refer students to the attendance co-ordinator who will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, attendance co-ordinator
Individual intervention	Individual behaviour support planning	This may include developing, implementing, monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP

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

At Tomerong Public School, responses to behaviour that does not align with our expectations are categorised as either teacher-managed or executive-managed. Our staff rely on their expertise to

determine which category a behaviour falls into. Factors like whether the behaviour jeopardises the safety or welfare of the student or others guide this decision.

We reserve the term "behaviour of concern" for instances that are particularly demanding, intricate, or risky, warranting sustained and intensive interventions. It's important to note that this designation excludes minor or developmentally typical misbehaviour. Refer to Appendix 1 for further details.

- **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.

Corrective responses are recorded on School Bytes under 'Wellbeing'. These include:

Classroom	Non-classroom setting
- rule reminder - re-direct - offer choice - error correction - prompts - reteach - seat change - stay in at break to discuss/ complete work - conference - Reflection and restorative practices - communication with parent/carer.	- rule reminder - re-direct - offer choice - error correction - prompts - reteach - play or playground re-direction - walk with teacher - Reflection and restorative practices - communication with parent/carer.

At Tomerong Public School, our staff employ a proactive approach, emphasising the explicit teaching, recognition, and reinforcement of positive student behaviour and behavioural expectations.

We recognise that different students are motivated in different ways. For instance, younger students may thrive on adult attention, whereas older students are often more responsive to peer attention, engaging activities, privileges, or increased autonomy. We understand that when students are acquiring new skills, they benefit from immediate and frequent reinforcement. As they become more proficient, they respond well to intermittent and longer-term reinforcement to sustain their positive social behaviours.

In our approach, we emphasise the importance of both verbal and non-verbal specific positive feedback. This method is highly effective in fostering a conducive learning environment and promoting desirable behaviour among our students. In this way we:

- 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	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour	Responses to behaviours of concern
1. There is a consistent focus on teaching and reinforcing behaviour expectations. Our teachers lead by example, demonstrating these behaviours and giving students plenty of chances to practice them. We make sure to recognise and commend students who meet the school-wide expectations and rules, fostering a positive atmosphere throughout the school.	1. Encourage the student to refer to the school-wide expectations to self-regulate. These clear guidelines provide a framework for behaviour and help students manage their own actions effectively.	1. If there's an immediate risk, it's crucial to contact the office for assistance from the executive team right away. Otherwise, it's important to notify the student's stage supervisor or a member of the executive team as soon as possible, ensuring that communication occurs before the end of the school day. This ensures timely support and intervention when needed.
2. A school-wide system pairs specific verbal and non-verbal positive feedback with tangible rewards to acknowledge and reinforce expected behavior.	2. Indirect responses, such as using proximity, signals, and non-verbal cues, alongside strategies like ignoring, attending, praising, and redirecting with specific corrective feedback, are employed.	2. The Executive or CT should promptly restore safety and calm the situation by implementing appropriate strategies, such as redirecting to a different area or activity, providing reassurance, or offering choices. An incident review and planning session will be scheduled later, based on the context and nature of the incident.
3. Tangible reinforcers encompass those that are: • Free and frequent • Moderate and intermittent • Significant and infrequent Intermittent and infrequent reinforcers are documented in the Behaviour/Wellbeing ITD system.	3. Employ direct responses such as rule reminders, re-teaching, offering choices, scripted interventions, and student conferences. Students are given the chance to meet classroom or playground behaviour expectations before any low-level consequences are implemented.	3. The executive gathers information and evaluates the incident from various viewpoints to decide on the next course of action. They will document the incident in the Wellbeing tab of School Bytes and reach out to the parent or caregiver via email or phone. The executive or principal may contemplate additional measures, such as issuing a formal caution or suspension.
4. Social-emotional learning is an integral part of our curriculum. Teachers engage in weekly discussions focusing on the value of the fortnight, incorporating these values into their teaching practices. The "Seasons for Growth" program is also a key component, providing students with essential skills to manage change and loss.	4. Teachers are required to record behaviour and wellbeing incidents in the School Bytes Wellbeing tab by the end of the school day. If repeated incidents occur, families are notified. For certain incidents, referrals are made to the school's Anti-Racism Contact Officer (ARCO) or Assistant Principal if required.	4. Refer to the school's Learning and Support Team, taking into account current and historical behaviour data. Additional actions may involve conducting a risk assessment and collaboratively developing a behaviour support or response plan.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teachers communicate student efforts to meet expectations through Class Dojo or phone calls home. Positive individual and class behaviours are recognized with awards presented at school assemblies.	When a range of corrective responses have not been successful, teachers contact parents by phone or email. Discussions may then include individual planning and referral to the Learning Support Team.	Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Records of serious behaviors of concern, including bullying, are maintained in the Behaviour/Wellbeing School Bytes system. These records may include:

- Incidents are reviewed and documented.
- Appropriate responses are determined, including supports for impacted staff or students.
- The student is referred to and monitored by the school learning and support team.
- Individual student support plans are developed or reviewed, including teaching positive replacement behaviors and making necessary learning and environmental adjustments.
- Reflection, and restorative practices are implemented as listed below.
- Liaise with Team Around a School for additional support or advice.
- Communication and collaboration with parents and carers are conducted through various channels such as phone, email, the parent portal, and meetings.
- Formal actions, including cautions to suspend, suspension, or expulsion, may be taken as necessary.

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

Bullying can be reported by students or parents to any staff member. The Principal of Tomerong Public School has the authority to take disciplinary action for student behaviors occurring outside of school hours or off school grounds, including cyberbullying. Students who have experienced bullying will be provided with appropriate support, such as access to the school counseling service.

Staff will comply with reporting and responding processes outlined in the:

- Incident Notification and Response Policy

- Incident Notification and Response Procedures

- Student Behaviour policy and Suspension and Expulsion procedures.

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Reflection and restorative practices

When withdrawal from free choice play during breaks is planned as a response to behavior, toilet and food breaks are always included. The maximum length of withdrawal time will be appropriate to the student's age and developmental level.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – A structured debriefing and planning session with an individual student following a crisis event or behaviour of concern.	Next day at either lunch or recess break	Assistant Principal	Documented in Behaviour / wellbeing School Bytes system
Alternate Play Plan – Following a breach in behavior, the student is withdrawn from free choice play and reallocated to specific parts of the playground or the office for supervised play. The purpose is to help the student achieve the desired behaviour, reflect on their actions, and make positive choices. This can be applied to individuals or groups.	Next break	Assistant Principal/Principal/LST Teacher	Documented in Behaviour / wellbeing School Bytes system
Restorative practice – peer mediation or circles in groups	Child Wellbeing Officer/Defence Support Mentor/Assistant Principal		Documented in Behaviour / wellbeing School Bytes system

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]

Appendix 1: Behaviour management flowchart

3.2 Behaviour Referral Definitions

Classroom Behaviour: Negative Behaviour

All staff members have a vital role to play in the discipline process. The following chart must be applied to any negative issues in order to ensure consistency across the school. With inappropriate behaviour, at all times try to consider the grass roots cause so that it can be addressed to improve the behaviour.

Minor Behaviours

➢ Inattention/Off-task and/or Disruption
➢ Incomplete Work
➢ Teasing
➢ Aggression (verbal or physical)
➢ Vandalism: Minor problems, no intent
➢ Disrespect to Staff &/or other Students

Consequences

1. Management strategies implemented by class teacher

2. Kept in class for a short period of time – No longer than 5 minutes (at point of need – possibly recess or lunch, student not to be alone with teacher). During this time, use Restorative Practices to engage and reteach expectations.

3. Class removal to buddy class (Minor behaviours to be addressed at classroom level – record these as negative incidents on School Bytes). During this time, use Restorative Practices to engage and reteach expectations.

4. If behaviour continues to decline, timeout with Stage AP. If Reflection or negative incident is advised, class teacher will update School Bytes.

Major Behaviours

- ➢ Constant Disobedience: Disrupting Others/Refusal to work
- ➢ Physical Violence: intent to hurt someone
- ➢ Intimidation: consistent, targeted verbal &/or non-verbal abuse (including cyber abuse)
- ➢ Repeated disrespect to Staff, Students &/or Community Members
- ➢ Vandalism: Property Damage & Theft

- ➢ Racial and/or Sexist Comments/Sexual Harassment

Consequences

1. Intervene immediately: Decide if classroom consequence will suit.

2. Send child to Stage AP for timeout. AP to communicate with class teacher regarding consequence. If Reflection or negative incident is advised, class teacher will update School Bytes.

3. For extremely serious matters, call for Principal to request to remove student.

***If Reflection or suspension is advised following immediate removal, Principal will update School Bytes and notify class teacher.

Principal will provide follow up with parents where needed.

Serious incidents will also require possible contact with School Counsellor and/or Learning Support Team.