

School Behaviour Support and Management Plan

Overview

Toukley Public School's vision is to provide a high quality education for every learner, ensuring that every student learns, grows and belongs in an equitable and outstanding learning environment, supported by exceptional educators.

Our aim is to encourage every child to engage positively within the school community and beyond. We promote excellence, opportunity, and success for each student every day. We are committed to fostering a caring learning environment that values and nurtures safe, respectful learners.

Our daily practices are grounded in principles of positive behaviour support, trauma-informed approaches, inclusive practices, and social-emotional learning. We establish and uphold high expectations for student behaviour through effective role modelling, explicit instruction and strategic, effective planning for behaviour support.

Anti-bullying programs play a significant role in fostering a safe and inclusive learning environment for all students. Students develop essential skills including empathy, respect, responsibility and resilience. By implementing effective anti-bullying strategies, Toukley Public School can reduce incidents of bullying and encourage positive relationships among students.

Partnership with parents and carers

Toukley Public School collaborates with parents and carers to establish expectations for behaviour and develop and implement student behaviour management and anti-bullying strategies by:

- seeking feedback from parents, carers, and students through various channels, including Tell Them from Me (NSW Public Schools Survey from 2025), school surveys and consultations with the P&C, and Muru Bulbi AECG.
- analysing positive feedback as well as concerns raised through complaints procedures to assess and improve school systems, data, and practices.

These expectations are communicated to parents and carers via the school newsletter and website. The school actively fosters collaborative relationships with families and the wider community to create a shared understanding of how to support student learning, safety, and wellbeing.

School-wide expectations and rules

Expectations

Respect	Responsibility	Excellence
<ul style="list-style-type: none"> • Speak politely • Work and play kindly with others • Be friendly • Take care of equipment • Work as a team 	<ul style="list-style-type: none"> • Hands, feet, and objects to yourself • Follow instructions • Report problems • Be prepared • Be safe • Stay in bounds • Play by the rules • Share resources 	<ul style="list-style-type: none"> • Strive to reach your personal best • Be a positive role model • Actively participate • Set and achieve goals • Represent your school with pride

- Wait your turn
- Right game, right space
- Be on time

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

Toukey Public School focuses on student wellbeing and positive behaviour by using strategies that support a safe and respectful environment. We respond to and address issues, including bullying and cyber-bullying, effectively. Our approach is based on proven classroom practices that help students engage with their learning and build good relationships. We do this by clearly teaching what is expected in the classroom, setting up routines that students understand, and encouraging positive behaviour through praise and rewards. We ensure that staff actively supervise students and promote and encourage active engagement in learning. Our lessons are designed to be interesting and allow for student choice, while also being tailored to meet the different needs of all students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL	Positive Behaviour for Learning (PBL) is an evidence-based framework designed to promote and support positive behaviour in schools. It focuses on creating a safe and inclusive learning environment where students can thrive academically, socially, and emotionally. PBL emphasizes the teaching of expected behaviours and social skills, encouraging students to take responsibility for their actions while fostering a sense of community and respect. Through clear expectations, positive reinforcement, and consistent interventions, PBL aims to reduce instances of negative behaviour and increase student engagement. It involves collaboration among educators, students, and families to establish a shared understanding of behavioural expectations and to cultivate a positive school culture. By prioritizing positive behaviour and proactive strategies, PBL helps create a supportive environment	All

		that enhances student wellbeing and academic success.	
Prevention	The Anxiety Project	The Anxiety Project is a whole school initiative aimed at raising awareness and providing resources for individuals struggling with anxiety. It focuses on promoting mental health education, offering support, and fostering open discussions to help break the stigma associated with anxiety. Through workshops, online resources, and community engagement, the project seeks to empower individuals and provide them with tools to use regarding anxiety.	K-6
Prevention	SEL programs – Bounce Back – NSW DOE Social and emotional learning module	Social emotional learning (SEL) is a process through which individuals, particularly students, develop essential skills for managing emotions, setting goals, showing empathy for others, establishing positive relationships, and making responsible decisions. SEL is crucial for fostering a supportive learning environment, promoting mental well-being, and enhancing academic performance. By integrating SEL into educational practices, schools can equip students with the necessary tools to navigate social complexities and build resilience, ultimately preparing them for success	
Prevention	Peer Support	The Peer Support program is a transformative initiative designed to empower students by fostering leadership, resilience, and social skills through peer mentoring. This program pairs older students with younger peers, creating a supportive environment where they can share experiences, build relationships, and learn from one another. Through structured activities and discussions, participants develop critical life skills, such as communication, teamwork, and problem-solving, while also promoting inclusivity and a sense of belonging within the school community. The Peer Support program not only enhances student wellbeing but also encourages a culture of kindness and support, helping to create a positive and nurturing school environment for all.	All
Prevention	National Week of Action (NWA)	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	Staff, students 3 - 6

Prevention	<u>Child protection</u>	Teaching child protection education is a mandatory part of the syllabus.	Students K - 6
Prevention / Early Intervention / Targeted / Individual	Australian eSafety Commissioner <u>Toolkit for Schools</u> 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
Targeted / Individual intervention	The Incredible Years Dinosaur Program	The Incredible Years Dinosaur Program is an engaging and evidence-based intervention designed for preschool and early primary school children to promote social and emotional development. Using fun and relatable dinosaur characters, the program teaches essential skills such as self-regulation, problem-solving, and effective communication. Through interactive activities, storytelling, and role-playing, children learn to express their feelings, manage conflicts, and develop positive relationships with peers. The program also involves parents and caregivers, equipping them with strategies to support their children's emotional and social growth at home. By fostering a nurturing and supportive environment, the Incredible Years Dinosaur Program helps children build a strong foundation for lifelong learning and resilience.	Individual students (small group) 6-8 yr olds
Targeted / Individual intervention	Cool Kids Anxiety Program	The Cool Kids Anxiety Program is a structured, evidence-based intervention designed to help children and adolescents manage anxiety effectively. This program provides young participants with practical tools and strategies to recognize and cope with their anxious thoughts and feelings through engaging activities and interactive sessions. By incorporating cognitive-behavioural techniques, the Cool Kids program empowers children to confront their fears, develop resilience, and enhance their problem-solving skills. Additionally, it involves parents and caregivers, equipping them with the knowledge and skills to support their child's journey toward overcoming anxiety. Ultimately, the Cool Kids Anxiety Program aims to promote emotional wellbeing and	Individual students (small group) 8-12yrs

		foster confidence, enabling children to navigate challenges more effectively and thrive in their everyday lives.	
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

Prevention

Responses to recognise and reinforce positive, inclusive and safe behaviour.

The Team Toukley Way

The Team Toukley Way PBL (Positive Behaviour for Learning) strategy is an initiative designed to promote a positive school culture and encourage respectful behaviour among students. This approach focuses on teaching and reinforcing expected behaviours in various settings within the school environment. By establishing clear expectations and providing consistent support, Team Toukley fosters a sense of belonging and responsibility among students. The strategy includes proactive measures such as recognition programs for positive behaviour, regular feedback, and opportunities for students to reflect on their actions. Through the Team Toukley Way, the school community works collaboratively to create a safe and inclusive atmosphere where every student can thrive and succeed. Individuals, classes and the whole school are acknowledged for demonstrating The Team Toukley Way.

Free and frequent reinforcers

- Verbal praise, feedback and acknowledgement.
- B'mer tickets
- House Points

Moderate and intermittent reinforcers

- Positive Postcards
- B'mer Shop rewards
- The Team Toukley Way Class rewards
- Merit Awards
- Super Citizen Badges
- Respect Major Award, Responsibility Major Award, Excellence Major Award – Termly assembly.

Intermittent and infrequent reinforcers

- B'mer Fair

Social and Emotional Learning

Programmed and integrated into classroom practice.

Teachers contact parents/carers through Sentral or phone calls home.

Inappropriate Behaviour and Behaviours of concern.

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

- directly observing a child or young person'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.

Early Intervention

Responses to minor inappropriate behaviour are teacher managed.

Teachers will:

- Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.
- Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.
- Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.
- Record on Sentral by the end of the school day. Monitor and inform family if required. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.

Teacher will keep in contact with parents/carers and keep them informed and seek input. Individual planning and referral to Learning Support Team may be discussed.

Targeted/Individualised

Responses to behaviours of concern

- Teachers contact office to seek support from executive immediately if there is a risk. Otherwise notify student's stage supervisor or executive as soon as possible and before the end of the school day.
- Executive/CT to take immediate steps to ensure safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing

reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.

- Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by phone. Executive/principal may consider further action e.g., formal caution or suspension.

Response to a serious behaviour of concern

- Immediate Response: Address the behaviour promptly to ensure the safety and wellbeing of all students and staff. This may involve removing the student from the situation if necessary.
- Assessment/Investigation: Gather information about the incident, including witness statements, the context of the behaviour, and any relevant background information on the student involved.
- Intervention and Consequences: Based on the findings, determine appropriate interventions and consequences. This could range from restorative practices to formal cautions and suspension, depending on the severity of the behaviour. Engage the Team Around the School where appropriate. Inform relevant parties, such as parents and carers, about the incident and the school's response.
- Create, Review, Update Plans
- Reflection and Support: Meet with student and parents/carers and encourage the student to reflect on their behaviour. Provide them with support to understand the impact of their actions. This may include discussions with school counsellors or support staff.
- Follow-Up: Monitor the situation after the intervention to ensure the student receives ongoing support and to assess the effectiveness of the measures taken.

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 procedure](#)

[Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Rethink Room	Daily in break times.	Stage Assistant Principals	Sentral

Strategy	When and how long?	Who coordinates?	How are these recorded?
Students and executive staff engage in meaningful reflections on behaviour, creating a collaborative space for understanding and growth. This environment encourages students to actively participate in discussions about their actions, fostering self-awareness and accountability. Through guided conversations, executive staff help students identify the underlying causes of their behaviour and explore alternative strategies for handling similar situations in the future. This problem-solving approach not only empowers students to take ownership of their choices but also promotes a culture of respect and responsibility within the school community. By working together in the Rethink Room, students develop essential social and emotional skills that contribute to their overall development and success.			
Social group – withdrawal from free choice play and re-allocation to supervised play. Play can be directly supervised and social skills programs delivered.	Daily in break times	Assistant Principal	Sentral
Alternative Play Plan – partial withdrawal of free choice play. May be restricted by area, teacher, proximity to particular student(s). May require playground card for monitoring purposes.	Daily in break times	Assistant Principal	Sentral

Review dates

Last review date: [6 February: Day 1, Term 1, 2025]

Next review date: [27 January: Day 1, Term 1, 2026]