

NSW Department of Education

School Behaviour Support and Management Plan

Overview

Towamba Public School is committed to the explicit teaching and modelling of positive behaviours with the goal of supporting all students to feel safe, engaged and ready to learn. Key evidence-based programs which are prioritised and valued by our school community include Restorative Practice, Life Skills Go, Visible Learning, Zones of Regulation and the Berry Street Education Model.

Partnership with parents and carers

Towamba Public School will partner with parents/carers to establish clear expectations for parent/carer involvement in the development and implementation of student behaviour management strategies via:

- Parent meetings
- Phone calls
- Emails
- Forward facing school policies and procedures

Towamba Public School will communicate these expectations to parents/carers by promoting positive behaviour support, school expectations and learning superpowers in:

- Newsletters
- Facebook
- One-on-one meetings (as required)
- Parent information sessions

Promoting and reinforcing positive student behaviour and school-wide expectations

Towamba Public School values respectful relationships and is committed to ensuring every student is known, valued and cared for within a safe and engaging learning environment. Student wellbeing is a priority and underpins academic growth and achievement.

At Towamba Public School, we uphold and promote the following school-wide expectations for all students and staff, and we encourage parents and carers to support and model them as well:

- We are **SAFE** – We act in ways that protect and care for ourselves and others.
- We are **RESPECTFUL** – We show kindness, listen actively, and value every member of our school community.
- We are **LEARNERS** – We strive to do our best, stay curious, and take responsibility for our learning.
- We **EMBRACE THE CHALLENGE** – We approach new tasks with courage, persistence, and a growth mindset.

Towamba Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Each day begins with a **whole school assembly** designed to focus students and set a positive tone for the day. During this time, we highlight either one of our **Learning Superpowers** or a specific **school-wide expectation**, selected based on current playground or learning needs.
- The daily focus is then carried into our **Wildcard Positive Recognition Program**, reinforcing the message and encouraging students to consistently demonstrate the highlighted behaviour or mindset throughout the day.
- Visible Learning (John Hattie) strategies are employed to explicitly teach Learning Dispositions (Learning Superpowers), offering predictability and clear expectations in the learning environment to support positive behaviour.

School-wide expectations

At Towamba Public School, we combine principles from Visible Learning and Positive Behaviour for Learning to support a whole-school culture built around the overarching principle of:

“Embrace the Challenge”

This guiding principle empowers our students to become **Safe, Respectful Learners**, both in the classroom and in the playground.

Our approach is underpinned by **seven key Learning Superpowers**, which we explicitly teach and model:

- **Courage**
- **Collaboration**
- **Reflection**
- **Persistence**
- **Curiosity**
- **Resourcefulness**
- **Optimism**

By embedding these superpowers into our daily teaching, learning, and behaviour expectations, we aim to develop resilient, confident, and capable learners who are equipped to thrive in a rapidly changing world.

Expectation - Safe	Expectation - Respectful	Expectation - Learners
Follow teacher directions	Choose kindness	Ask for help
Play safely	Use appropriate language	Be ready to learn and support others
Know what is expected	Work collaboratively	Be persistent
	Accept difference	Be curious
		Be reflective
		Embrace challenges

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

Towamba Public School focuses on wellbeing as the core component of supporting positive behaviour choices for students. This underpins the strategies and practices used across the care continuum to both recognise positive choices and support behaviour of concern. Our strategies are built from evidence-based effective classroom and whole-school practices that set the standard of creating a safe, respectful, learning environment. These strategies include:

- utilising a trauma informed approach in interactions with and expectations of students
- developing close relationships between students and staff

- explicitly teaching and reinforcing whole school expectations
- encouraging positive choices with positive feedback and recognition
- providing active supervision of students
- establishing predictable routines with open communication
- differentiation of the learning environment to support all learners
- explicitly teaching self-reflection skills to support social and emotional growth
- managing inappropriate behaviour quickly and effectively, in a calm and caring manner

Care Continuum	Strategy or Program	Details	Audience
Prevention	Classroom Management	• Explicit teaching and modelling of specific knowledge and skills including behaviour expectations and social skills. • Self-regulation development through modelling, assisting with co-regulation and teaching of strategies. • Use of wildcards to reinforce positive choices (see below). • High quality differentiated and engaging programming. • Clear expectations, routines and structures. • A restorative approach that focuses on building, maintaining and restoring positive relationships. • Parent communication.	• Students • Parents/Carers • Community • Out of Home Care Providers
	Wildcard positive recognition program	• Reinforcing positive choices including, but not limited to, choices around; academic, social, personal, learning superpowers and school expectations.	
	Monitoring meet and greet	• Meeting students on the playground each morning to check in and observe student interactions to determine support and/or intervention requirements.	
	Professional Learning	• Visible Learning to enhance and support successful learning environments. • Trauma Informed practices for improved learning and wellbeing. • Restorative Practices	
Early intervention	Classroom Management	• Effective teaching practices. • Trauma informed practices. • Differentiated programs. • Restorative Practices and daily gratitude circles. • Smiling minds program to help students achieve calmness and improved wellbeing, develop skills to regulate emotions and behaviour, improve attention and concentration and support a positive learning environment. • Explicit wellbeing lessons delivered 3-6.	Students Parents/Carers Community Out of Home Care Providers

Care Continuum	Strategy or Program	Details	Audience
	Student learning and support officers (SLSO)	SLSO's in place, as available, to support student learning in classrooms and in the playground to enhance learning and wellbeing programs and assist with monitoring social and emotional skill needs and development.	
	School Counselling service	Providing support to identified groups of students and to staff to support intervention services, specifically identified services and transition support.	
	Wellbeing and Health In-reach Nurse (WHIN)	Working in school with the specific aim of supporting student health and wellbeing needs. The WHIN works closely with and is part of the schools' broader learning and support and wellbeing teams. The WHIN also works with local health and social services to support students and their families on a wide range of health and wellbeing issues.	
	Peer Support/Big Buddy program	- Connecting Kindergarten and new students with a 'Big Buddy' to provide social support and guidance. - Connecting Year 6 students with younger students in peer-support groups to provide peer-regulation opportunities and pro-social decision making in students.	
Targeted intervention	Classroom Management	- Adjusted individual expectations and goals. - Transition strategies – class to playground, lesson to lesson, infants to primary, school to school. - Open communication with parent/carers and, where relevant, communication books or another preferred means of maintaining contact between home and school.	
	'Team Around a School'	DoE support services to support specific support needs for students in both learning and wellbeing.	
	School Counselling Service	Supporting students and small groups of students in psychological, social and emotional needs.	
	Allied Health and behaviour support providers	Connection to external or DoE based allied health and/or behaviour support providers.	
Individual intervention	Classroom Management	- Parent/Carer contact. - Wellbeing plans. - Behaviour Support Plans. - Risk Assessments.	Staff Parents/Carers

Care Continuum	Strategy or Program	Details	Audience
		- Personalised Learning and Support Plans (PLSP). - Attendance programs (If required). - Individual Student Support Plan. - Professional learning.	
	Playground Programs	Individualised playground support programs with adult support, supervision, co-regulation and intervention.	
	School Counselling Service	Supporting individual students needs through counselling, assessment and support.	
	Allied Health and behaviour support providers	- Individualised intervention and support from external or DoE based allied health and/or behaviour support providers. - Emergency student support services. - Application for integration funding support through Access Requests.	

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

Towamba Public School uses the following strategies to recognise and reinforce positive student behaviour and behavioural expectations:

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

- help 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.

Specific positive feedback may not be sufficiently reinforcing for some students, so the school-wide continuum provides the opportunity to pair verbal or non-verbal feedback with a positive, tangible consequence.

- The school-wide continuum for acknowledging expected behaviour includes:
 - free and frequent – for everyday use by all staff in all settings
 - moderate and intermittent – awarded occasionally
 - significant and infrequent –semester or annual types of recognition.

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
Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations.	Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.	Seek help from the principal or other staff member if there is a risk to safety. Otherwise notify the principal ASAP.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	Principal/CT to take immediate steps to restore 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.
Tangible reinforcers include those that are: • free and frequent • moderate and intermittent • significant and infrequent Intermittent and infrequent reinforcers are recorded on the centralised recording system.	Use direct responses e.g. reminder of the expectation, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground expectation before a low-level consequence is applied. This is usually a “time-in” with a staff member, respecting the need for a ‘cooling off time’ before conferencing can occur.	Principal collects information and reviews the incident from multiple perspectives and determines next steps. Principal records the incident on the centralised recording system and contacts the parent/carer by email or phone. Principal may consider further action eg: formal caution/suspension.
School social-emotional and wellbeing programs are taught fortnightly.	Teacher records on the centralised recording system by the end of the school day. Monitor and inform family if repeated.	Refer to the school’s Learning and Support Team or APLaS considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition of positive choices are given regularly.	Teachers contact parents by phone or email when a range of corrective responses have not been successful. In some cases, individual planning and referral to Learning Support may be discussed.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the Learning Support, outside agencies or Team Around a School.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in the centralised recording system. These may include:

- review and document incident
- determine appropriate response/s, including support 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
- 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](#).

Reflection and restorative practices

Towamba Public School does not use a system of detention, nor is the term used. All students are offered the opportunity to reflect on their choices and the consequences of these choices.

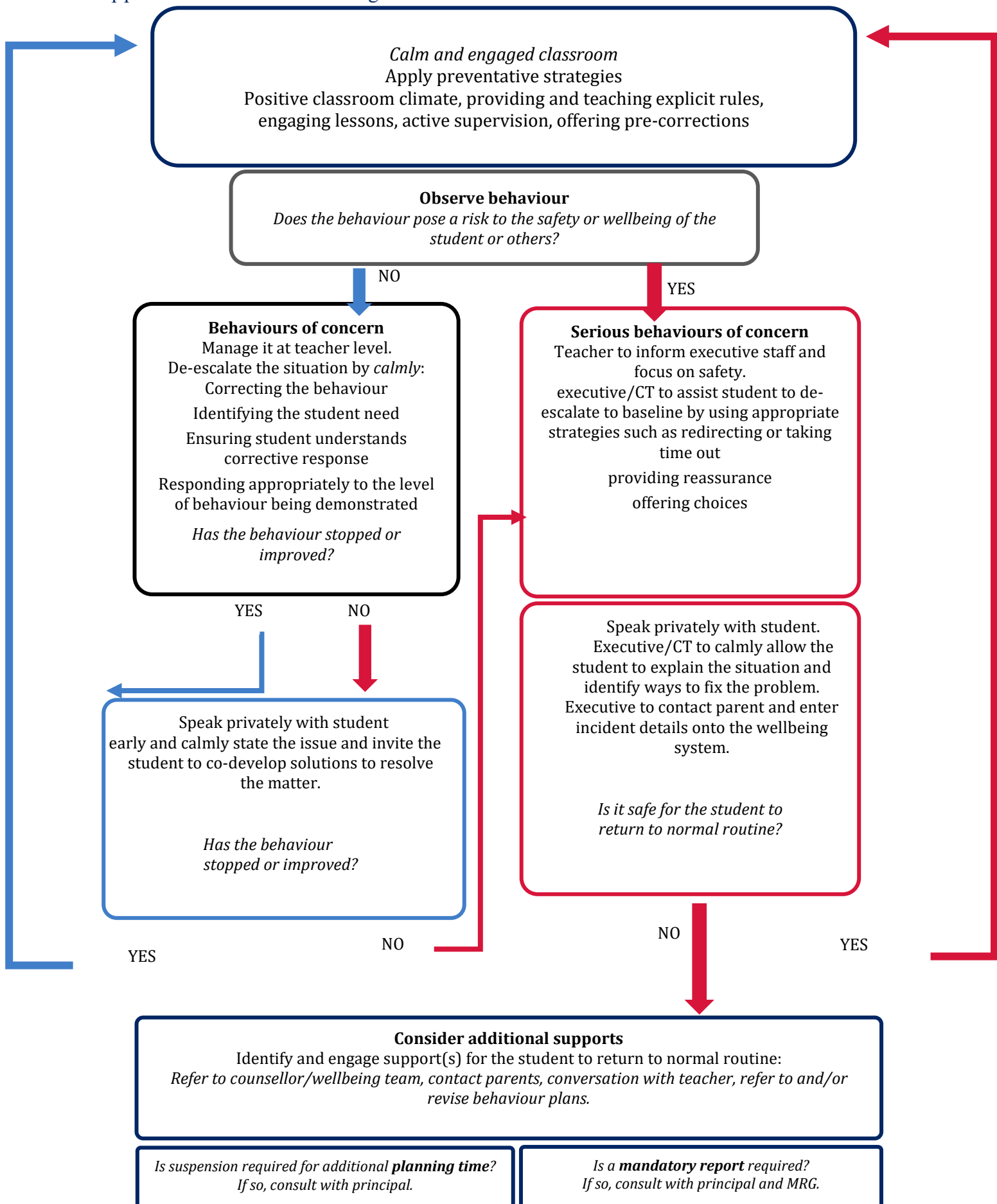
Strategy	When and how long?	Who coordinates?	How are these recorded?
Student-selected 'time-out' inside the classroom or in an agreed 'safe-space.'	5-10 mins	Student/ Classroom teacher	Observational
Teacher-directed time-out inside or directly outside the classroom followed by reflective one-on-one conversations.	5-10 mins	Classroom teacher	School Bytes wellbeing record
Student-directed to 'time-in' during break times following warnings (two warnings) to reflect on behaviour choices and understand the impact of these choices through the Rest, Reflect and Reset tool.	Up to 20 mins	Classroom teacher/or other supporting adult	School Bytes wellbeing record Rest, Reflect and Reset form Parent/carer contact
Reflection with principal in restorative conversation and connection with the Zones of Regulation to identify focus areas.	As early as possible. Up to 30 minutes or as required for student need.	Classroom teacher Principal	Student behaviour database Parent/carer contact

Review dates

Last review date: Week 9, Term 3, 2025

Next review date: Week 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

