

# NSW Department of Education School Behaviour Support and Management Plan - Tullimbar Public School



## Overview

Tullimbar 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 through the pillars of integrity, equity, accountability and trust.

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.

To achieve our mission, key programs prioritised and valued by the school community are:

- [The Berry Street Educational Model](#)
- [Positive Education Approaches](#)
- [Positive Behaviour for Learning](#)
- [Second Step Program](#)
- [Peer Support Australia](#)
- [Zones of Regulation](#)
- [Life Skills Go](#)

These programs prioritise social and emotional learning, which supports good mental health and positive relationships and supports the prevention of bullying.

Tullimbar 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

Tullimbar Public School will partner with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti-bullying 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
- Using concerns raised through complaints procedures to review school systems, data and practices.

Tullimbar Public School will communicate these expectations to parents/carers through the school newsletter and school website with the support of the Tullimbar Public School P and C. 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

Tullimbar Public School has the following school-wide expectations and rules underpinned by 4 key values:

<b>Integrity</b> <i>Do what's right, everyday.</i>	<b>Equity</b> <i>Lift people up.</i>	<b>Accountability</b> <i>It's up to every one of us.</i>	<b>Trust</b> <i>Be what you say.</i>
Respect others and their belongings.	Stand against discrimination and racism	Complete tasks on time and to the best of your ability	Be reliable
Be honest and tell the truth, even when it is difficult.	Be inclusive	Be responsible for your belongings	Respect others opinions even when they differ from your own
Take responsibility for your actions.	Share resources and opportunities fairly	Be an active participant in learning	Be consistent in your positive actions and behaviours.
Be an Upstander.	Support those who may need extra help or encouragement to succeed	Be on time and prepared.	Follow through on commitments and responsibilities.
Play by the rules and have good sportsmanship.		Ask for help when needed.	Restore harm
Be a good listener.			

## 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 cyberbullying 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 include:

- Stating and explicitly teaching classroom expectations
- Establishing predictable routines, including entry and school movement 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

Care Continuum	Strategy or Program	Details	Audience
Prevention	<a href="#">Peer Support Program</a>	Peer Support empowers students, builds positive relationships, develops social and emotional skills, and contributes to a positive school culture.	All
Prevention	<a href="#">Second Step Program</a>	The Second Step Program teaches skills in the areas of; Skills for Learning, Empathy, Emotional Management, and Problem Solving.	Students K-6
Prevention	<a href="#">Berry Street Education Model</a>	The Berry Street Education Model is a positive education approach based on trauma-informed practices, and designed to help educators gain new perspective,s strategies and skills to build safer, healthier, and more engaging classrooms for all students.	All
Prevention	<a href="#">National Week of Action (NWA)</a>	Our school participates in the annual National Week of Action against Bullying and Violence (NWA) in August each year.	All
Prevention	<a href="#">Child Protection</a>	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention / Early Intervention /	<a href="#">Australian eSafety Commissioner Toolkit for Schools to</a>	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	All

Care Continuum	Strategy or Program	Details	Audience
Targeted / Individual	<a href="#">prevent and respond to cyberbullying</a>	environments to prevent cyberbullying incidents. The toolkit includes actions to report and manage cyberbullying incidents.	
Early intervention	<a href="#">Quiet Space</a>	Daily supervised 'quiet space' with planned activities to support students with transition challenges or anxiety/sensory needs.	Individual students
Targeted intervention	<a href="#">Learning and Support</a>	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	<a href="#">Attendance support</a>	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 coordinator
Individual intervention	<a href="#">Individual behaviour support planning</a>	This may include developing, implementing, monitoring and reviewing behaviour support, behaviour response and risk management plans.	Individual students, parent/carer, LAST, AP
Learning and Wellbeing Support	<a href="#">DOE Learning and Wellbeing Support</a>	The school is supported by learning and wellbeing experts from the Department of Education as required.	
Early Intervention	<a href="#">Zones of Regulation</a>	This program has increased self-awareness and social emotional skills, a common language for communication, problem solving and emotional understanding.	Individual students, Support Unit Classes

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

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.

At Tullimbar 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.

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. Teachers model behaviours and provide opportunities for practice.	Refer to school-wide expectations. Teachers follow a school-based flow chart to support the management of behaviour.	Depending on the severity of the incident, notify the student's stage supervisor or executive ASAP. Call upon the principal if required.
Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.	Use strategies to manage behaviour, including proximity, signals, and non-verbal cues, strategically ignore, attend, praise, and redirect with specific corrective feedback.	Executive/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. The Tullimbar Public School behaviour flowchart supports teachers.
Tangible reinforcers including: <ul style="list-style-type: none"> <li>- Win Bins</li> <li>- Assembly merit awards</li> <li>- Values Champion Awards</li> <li>- Champions Days</li> <li>- Yearly House Points Championship</li> </ul>	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.	The executive collects information and reviews the incident from multiple perspectives to determine the next steps. The incident is recorded on School Bytes, and parent/carer contact is made via phone. If necessary, the executive/principal may consider further action, e.g., formal caution or suspension.
Social emotional learning through the whole school trauma informed positive education (Berry Street Education Model) and the Second Step program.	Teacher records on School Bytes by the end of the school day. Monitor and inform parent/carer if repeated.	Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.
Teacher/Parent Contact		
Teacher contact through emails or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and	Teacher contacts parents by phone or email when a range of corrective responses have not been successful.	The teacher and/or executive contact the parent/carer and/or school executive to discuss any support and behaviour responses, including referral to the LST,

class behaviour are given at fortnightly school assemblies. Values Champion Awards and assembly merits are available for viewing in School Bytes by parents/carers.	Individual planning and referral to the Learning Support Team may be discussed.	school counsellor, outside agencies, or Team Around a School.
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## Responses to serious behaviours of concern

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 the 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](#).

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a 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 following the school wide flowchart and major/minor behaviour system.

- **Teacher managed** – low-level inappropriate behaviour (minor) is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern (major) is managed by school executive alongside teaching and support staff.

All incidents should be logged on School Bytes. Corrective responses for Major/Minor incidents are:

Minor	Major
<ul style="list-style-type: none"> <li>- Rule reminder</li> <li>- Offer choice</li> <li>- Error correction</li> <li>- Prompting and reteaching</li> <li>- Stay in at break to discuss/ complete work</li> </ul>	<ul style="list-style-type: none"> <li>- Rule reminder</li> <li>- Offer choice</li> <li>- Error correction</li> <li>- Prompting and reteaching</li> <li>- Target card</li> </ul>

<ul style="list-style-type: none"> <li>- Community Service</li> <li>- Conference with student</li> <li>- Individualised instruction</li> <li>- Informal timeout</li> <li>- Loss of privileges</li> <li>- Buddy Class</li> </ul>	<ul style="list-style-type: none"> <li>- Detention (Think Tank)</li> <li>- Formal Caution to Suspend</li> <li>- In-school suspension</li> <li>- Buddy Class</li> <li>- Level Placement/Progression (Think Tank dependent on level)</li> </ul>
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Tullimbar Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. A variety of models are implemented throughout the school that consist of evidence-based strategies used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

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. Students are given opportunity for both extrinsic and intrinsic motivators throughout the school day, K-6.

## Detention, reflection and restorative practices

Tullimbar Public School uses detention/reflection practices referred to as Think Tank. Students are supervised by a member of the executive for 15 – 20 minutes of a 30-minute break time and are given the opportunity to eat their lunch and use the bathroom before, during or after the Think Tank. Think Tank sessions are appropriate to the age and developmental level of each student and have a focus on reflection, remedy and restoration.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Think Tank - restorative conversation around behaviour	Recess or Lunch Break	Assistant Principal/Principal	School Bytes
Restorative Practice - individual or peer group mediation.	Recess or Lunch Break	Assistant Principal	School Bytes
Target/Monitoring Cards	Class time, recess and lunch	Assistant Principal	School Bytes

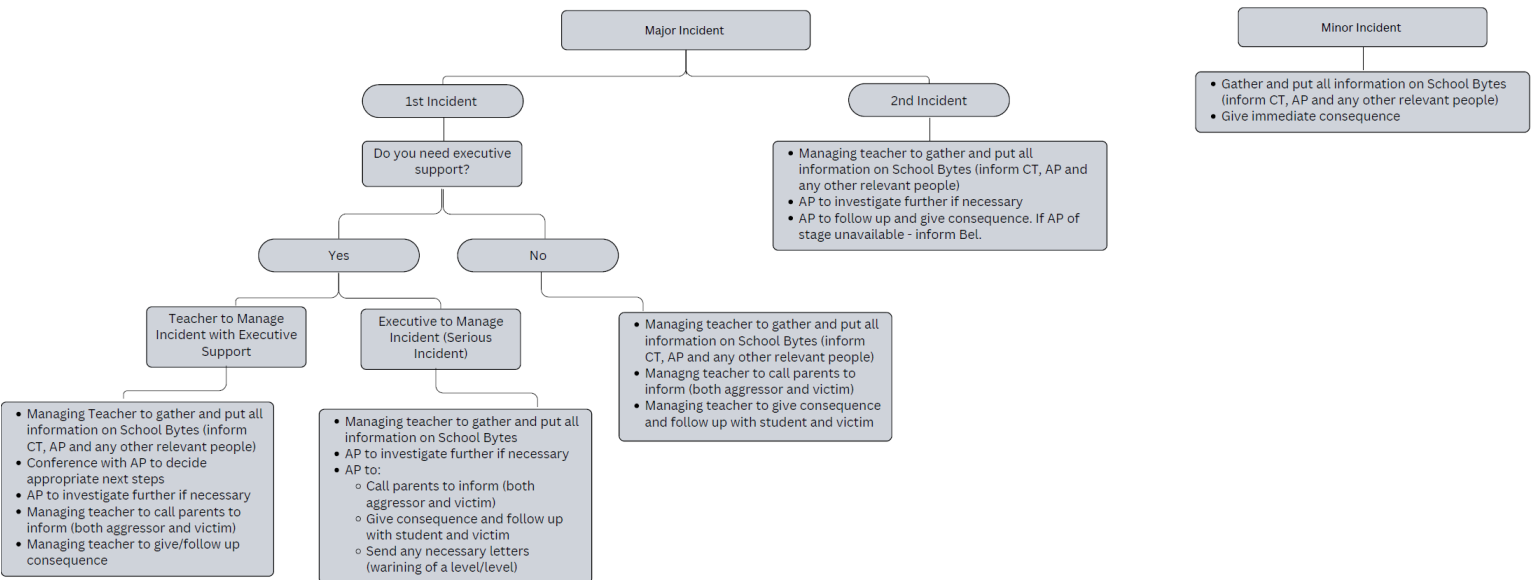
## Review dates

Last review date: Day 1 Term 1, 2025

Next review date: Day 1 Term 1, 2026

## Appendix 1: Behaviour management flowchart

### Tullimbar Public School - Behaviour Flowchart





## Appendix 2: Major and Minor Behaviours



### Tullimbar Public School Major and Minor Behaviours

	Minor	Major
<b>Physical contact</b>	<i>Non serious but inappropriate</i> <ul style="list-style-type: none"> <li>- Annoying hands on</li> <li>- Play fighting</li> <li>- Body contact and rough play without the intent to hurt</li> <li>- Hitting others with hats</li> </ul>	<i>Serious and intentional physical contact where injury may occur</i> <ul style="list-style-type: none"> <li>-intentional and/or forceful physical contact eg. pinching, punching, hitting, kicking, fighting, tackling, scratching, biting, spitting pushing, shoving, pulling, tripping, slapping -inappropriate touching of a sexual nature</li> </ul>
<b>Inappropriate language</b>	<i>Low intensity but inappropriate language</i> -Low level name calling in the heat of the moment <ul style="list-style-type: none"> <li>-Inappropriate tone/phrasing</li> <li>-Swearing in conversation</li> </ul>	<i>Verbal messages are inappropriate and/or abuse</i> <ul style="list-style-type: none"> <li>-swearing at staff/students/visitors</li> <li>-using words that are of a racial, sexual or embarrassing nature</li> <li>-writing offensive words or drawing pictures on books, paper or any other medium</li> </ul>
<b>Bullying / harassing</b>	<i>Low level/one-off isolated incidents</i> <ul style="list-style-type: none"> <li>-name calling, teasing and low level put downs</li> <li>-bystanders encouraging anti-social behaviour</li> <li>-poor sportsmanship, unfair play</li> </ul>	<i>Repeated serious, abusive and deliberate bullying behaviours including written verbal and non-verbal form</i> <ul style="list-style-type: none"> <li>-repeated name calling, teasing and/or put downs</li> <li>-consistently excluding others</li> <li>-continual spreading of rumours</li> <li>-cyber bullying</li> <li>-intentional intimidation of others</li> <li>-inciting others to behave inappropriately</li> </ul>
<b>Disruption</b>	<i>Low intensity but inappropriate disruption</i> -talking while others are speaking <ul style="list-style-type: none"> <li>-inappropriate sounds and actions</li> <li>-calling out</li> <li>-intentionally interfering with games/activities</li> </ul>	<i>Persistent behaviour that causes interruption to school activities</i> <ul style="list-style-type: none"> <li>-repeatedly interrupting others</li> <li>-deliberately interrupting others</li> </ul>
<b>Defiance, non-compliance, disrespect</b>	<i>Brief or low intensity disrespectful behaviours</i> -rude gestures eg. eye rolling, comment under breath, poking out tongue <ul style="list-style-type: none"> <li>-out of bounds</li> <li>-running in the classroom</li> <li>-littering</li> <li>-playing without a hat</li> </ul>	<i>Repeated refusal and/or ignoring of staff directions or school expectations</i> <ul style="list-style-type: none"> <li>-threatening staff and others</li> <li>- repeated refusal to comply with instructions</li> <li>-arguing with staff</li> <li>-hiding from the teacher</li> <li>-leaving school grounds and/or teacher supervised areas without permission</li> </ul>

## Appendix 2: Tullimbar Public School Levels

