

Behaviour Support and Management Plan

Overview

At Tweed Heads Public School we believe that all students have the right to a safe, respectful educational experience where learning and play can take place in a supportive and welcoming environment. We believe that all staff have the right to a safe, respectful workplace where excellent teaching, a broad range of extracurricular activities and events, as well as quality support for students can all take place successfully with minimal disruption caused by inappropriate behaviours. Our behavioural expectations for students are very simple and follow our basic principles that students aim to:

Be Safe

Be Respectful

Be a Learner

Our goal is to address student behavioural challenges proactively with an *educational* and *supportive* approach, which is inclusive of all students while maintaining the highest possible standards of behaviour.

Our ***Educational*** approach includes :

- Explicitly teaching and modelling desired behaviours
- Delivering educational programs around issues such as bullying and cyber safety
- A belief that students who are actively engaged in their learning are far less likely to behave in manner which causes concern or disruption
- Being proactive, transparent and informative with our community about all aspects of behaviour support and management

Our ***Supportive*** approach includes :

- Providing students with individualised planning and support where required
- Working with families to resolve behavioural and wellbeing challenges
- Using trauma-informed practice in all aspects of behaviour support and management
- Accessing external supports where appropriate and collaborating with all stakeholders
- Modelling empathetic and kind behaviours

Our approach aligns with our 2023-2026 Strategic Improvement Plan which includes the following as key strategic directions :

- Developing positive learners, leaders and citizens
- Strengthening community connections

Partnership with parents and carers

Tweed Heads Public School places great value on our relationships and collaboration with parents and carers. We will seek the support of parents and carers as required in our *educational* and *supportive* approach to behaviour management. A shared understanding of problems and a shared commitment to solving them is our goal. We do this by :

- Facilitating open lines of communication with parents to raise concerns
- Inviting parent/carers and student feedback through formal and informal means, such as school and Department surveys and review of policies
- consulting with the P & C and the local AECG where appropriate
- proactive communication via our e-newsletter and social media to promote our behavioural expectations and celebrate our successes

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](#).

School-wide expectations and rules

Students can meet our expectations in the following ways. Our Waves of Success document includes more detail relating to specific areas of the school and specific activities.

Be Safe	Be Respectful	Be a Learner
<i>Respect personal space</i>	<i>Use positive language</i>	<i>Be on time and prepared</i>
<i>Keep our school clean</i>	<i>Be kind and use manners</i>	<i>Be an active listener</i>
<i>Maintain personal hygiene</i>	<i>Be honest</i>	<i>Seek help when needed</i>
<i>Be sun smart</i>	<i>Share and play fair</i>	<i>Give your best effort</i>
<i>Move safely</i>	<i>Support and encourage others</i>	<i>Believe you can do it</i>

Responses to serious behaviours of concern

Serious behaviours of concern may include persistent bullying, violence, social media harassment, stealing, possession of illegal or illicit substances, serious unsafe behaviour, vandalism.

When such allegations are made they will be managed in line with procedural fairness principles and due process.

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](#)

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Waves of Success	Framework for student behavioural expectations across a range of school settings and contexts	All
Prevention	Bullying No Way	Whole school awareness and educational approach https://bullyingnoway.gov.au/preventing-bullying/national-week-of-action	All
Prevention	High 5	Explicit strategies to empower students and encourage problem solving	All
Prevention	Child protection	Explicit teaching of this mandatory syllabus component Child protection and respectful relationships education (studentwellbeinghub.edu.au)	All
Early Intervention	Trauma Informed Practice Behaviour for Learning	Providing staff with materials and professional learning to improve their knowledge of trauma informed practice.	All
Early Intervention	Positive Behaviour for Learning	Although not formally a 'PBL' school, we follow these commonsense frameworks and principles.	All
Early intervention	Online Guardians	Cyber safety and anti – bullying program delivered by external agency.	Stages 2/3 + parents
Targeted intervention	Learning and Support	Case management of students requiring additional support from a learning perspective.	Targeted students
Targeted intervention	Wellbeing and attendance support	Case management of students requiring additional support from a wellbeing or attendance perspective	Targeted students
Targeted intervention	Specialist programs	Delivery of programs to targeted students such as <i>Seasons of Growth</i> and <i>Zones of Regulation</i>	Targeted students

Detention, reflection and restorative practices

Students whose behaviour has caused concern which is unable to be directly addressed by the classroom teacher via preventative or low level interventions may be referred to executive staff.

Students may be required to participate in the Responsible Thinking Program with an executive staff member. This involves discussion and reflection on behaviour of concern during lunch playtime.

Students may be required to work and play in an alternate setting with additional supervision and support provided where their behaviour has been of consistent concern, previous interventions have been unsuccessful and they have been a risk to the safety of others.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Responsible Thinking Program	Daily – up to 25 minutes	Executive	Sentral
Alternate supervision and support	Daily – extended periods	Executive	Sentral
Short detention	Daily – up to 10 minutes	Teaching or executive	Teacher notes

Students with disabilities

All students with disabilities at our school are integrated into mainstream classes. We do not have separate special education or support classes.

Where a student's behaviours are a direct result of their disability, we are committed to making adjustments to teaching and learning, individual case management of behavioural issues and the provision of additional support for students with disabilities as required.

Individualised support will be reflected in relevant Risk Management Plans and / or Personalised Learning Plans which would be developed in consultation with relevant staff, parents and carers and appropriate agencies and external support services.

Planned responses to manage allegations of bullying (including cyber-bullying)

At Tweed Heads Public School we place enormous emphasis on the celebration and promotion of inclusivity, wellbeing and belonging for all students, acceptance of diversity and respectful relationships. We also promote a 'Kindness Culture' for all members of our school community.

Bullying is any physical, verbal or social behaviour which:

- involves misuse of power in a relationship
- is intentional and repeated
- causes harm

Bullying is not acceptable behaviour. It can be complex to identify, manage and eliminate.

THPS makes a commitment to investigate and act upon all allegations of bullying. This includes cyber-bullying which may occur outside of school hours. 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.

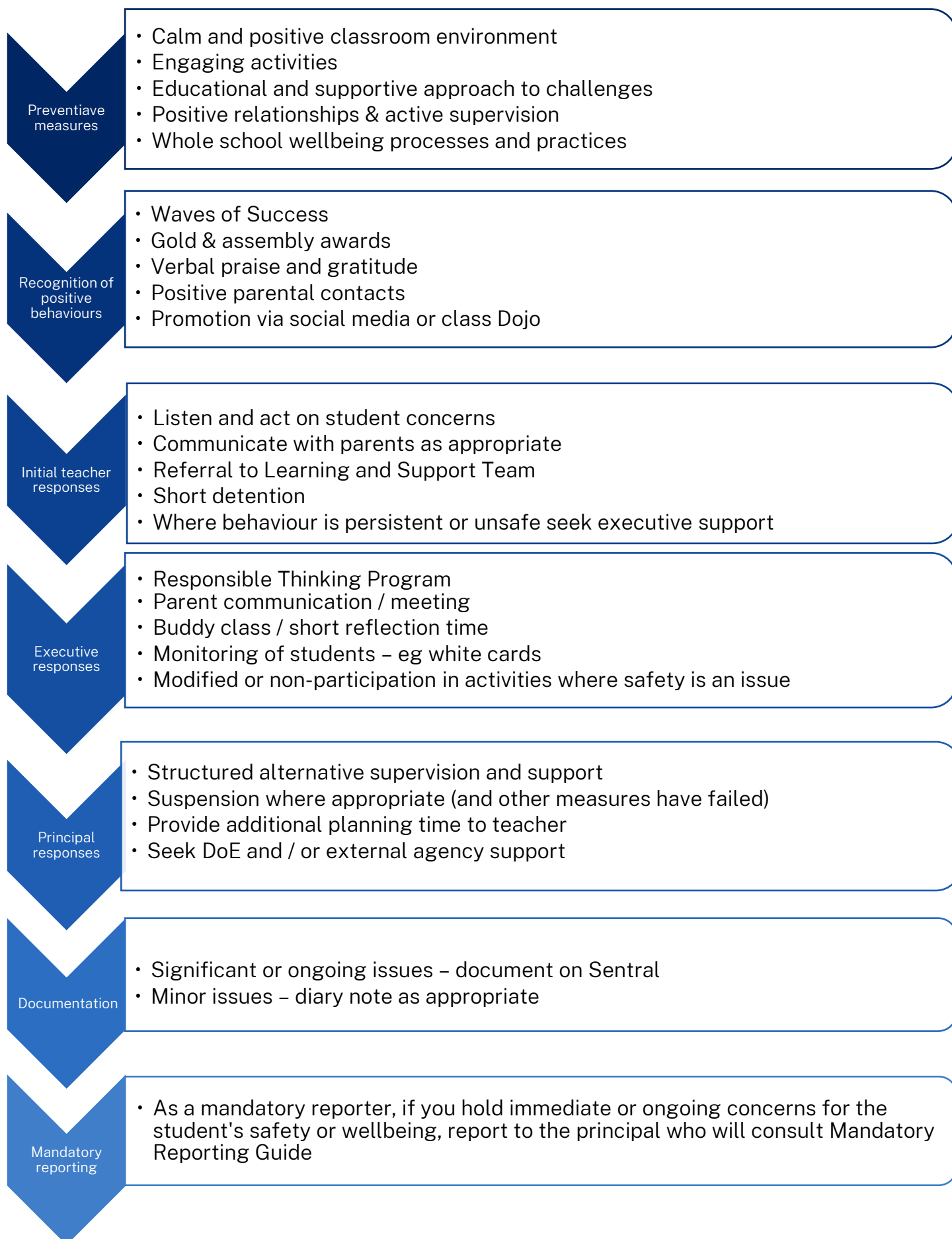
Students or parents can report bullying to any staff member or directly to the principal. All allegations of bullying must be managed providing for procedural fairness and due process. This will involve seeking statements from the victim, alleged perpetrators and witnesses.

Where cyber-bullying is alleged, screen shots of the offending material should be provided directly to the principal where this is practical to do so. All disclosures of such materials will be treated with confidentiality and sensitivity.

Responses to proven allegations of bullying will vary depending on the circumstances of each individual case and may include :

- Staff awareness notifications eg 'Bully Bulletin' to maximise staff diligence for individual cases
- Student awareness campaigns and educational approaches
- Parent, carer and community awareness with events such as Anti-bullying days
- Seeking the support of parents and carers in creating solutions
- Restorative actions and mediation with students involved
- Additional wellbeing support for individuals involved, for example through the school counselling service or other wellbeing support personnel
- Explicitly teaching strategies to respond to potential bullying behaviours (eg Hi 5)
- Disciplinary actions (where other interventions have been unsuccessful)

Planned responses to encourage positive appropriate behaviour and manage inappropriate behaviour or behaviours of concern



Policy review dates

Last review [Week 7, Term 3, 2024 – CPM process] Next review: [School Development Day, Term 1, 2025]