

## School Behaviour Support and Management Plan

Tallimba Public School

### Overview

The school maximises academic growth, supports wellbeing and empowers self-directed learners for positive future pathways.

### Partnership with parents and carers

In partnership with our school community, Tallimba Public School learners are inspired to thrive in a respectful, collaborative and inclusive environment that promotes high expectations. Parent/carer interviews are scheduled for once per term as are Parents and Citizens meetings. Fortnightly newsletters and the school website are also sources of information for families and the local community.

### School-wide expectations and rules

Respect	Responsibility	Citizenship
I can listen		
I can follow instructions		
I can raise my hand and wait		
I can work quietly		
I can control what I do and say		

### 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 cyber-bullying behaviour.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Learning	This program has led the school to 3 agreed values of Respect, Responsibility and Citizenship and is followed up with focus areas discussed weekly in class discussions.	Whole school
Prevention	PDHPE	This subject area develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. This includes teaching child protection.	Whole school
Preventions	Positive Living Skills	This program includes planned energisers across each day and social and emotional learning modules once per week with the aim to help students maintain mental wellbeing.	Whole school
Early intervention	School counsellor	Support students in psychological counselling, assessment and intervention services.	Individual students
Targeted intervention	Learning and Support	This is a team approach to cater for students who require personalised learning and support.	Individual students
Individual intervention	Behaviour support planning	This can include developing, implementing, monitoring and reviewing behaviour and risk.	Individual students and parents/carers

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

### Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Tallimba 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. Students who have been bullied will be offered appropriate support, for example through the school counselling service.

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.

**Preventing and responding to behaviours of concern**

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.

- **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 include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>

Tallimba Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations. The Positive Behaviour for Learning and Positive Living Skills programs 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. When learning new skills, students need immediate and frequent reinforcement and as they develop mastery they respond to intermittent and long-term reinforcement to maintain their social behavioural efforts.

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

- 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 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 positive behaviours and provide opportunities for practice. Students are acknowledged for meeting expectations.	Warning system to be relied on for opportunity to correct behaviour. Reflection with teacher to reset for next learning opportunity.	Principal to collect information and review incident. Parent/carer contact. Record to be added to Sentral.

### Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include to:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflect and restore practices
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- provide 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.

### **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**

Toilet and food breaks are always included when withdrawal from free choice play occurs as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

### **Review dates**

Last review date: Term 1, 2025

Next review date: Term 1, 2026