

Tingha Public School Behaviour Support and Management Plan

Overview

At Tingha Public School we are committed to explicitly teaching and modelling positive behaviours for learning. We believe that every student should be challenged to reach their potential in a nurturing and inclusive environment.

Our goal is to inspire every student to participate positively in the school community and beyond. Every day we focus on promoting the qualities of proud, strong, safe and respectful learners to create a positive learning environment.

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 goal, key programs prioritised and valued by the school community are:

- Positive Behaviour for Learning
- The Resilience Project
- Trauma Informed Practice.

Tingha Public School rejects all forms of bullying behaviours, including cyberbullying 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

Tingha 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 school surveys, consulting with the P & C and local AECG
- using concerns raised through complaints procedures to review systems, data and practices.

Tingha Public School will communicate these expectations to parents/carers through the school newsletter. 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

Tingha Public School has the following school-wide rules and expectations:

To be Proud, Strong, Safe and Respectful Learners.

Proud	Strong	Safe	Respectful
Do my best	Be prepared	Be sensible	Treat others as you would like to be treated
Give it a go	Be resilient	Act in a safe way	Be fair, kind and care
	Be persistent		Follow the rules
	Be confident		Allow others to learn

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.

Tingha Public School takes strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. See the [Behaviour Code for Students](#) for more details.

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 and 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 students.

Care Continuum	Strategy or Program	Details	Audience
Prevention	National Day of Action Against Bullying and Violence (NDA)	Our school participates in the annual National Day of Action against Bullying and Violence (NDA) - in August each year.	Staff & students
Prevention	Child protection	Teaching child protection education is a mandatory part of the syllabus.	Students K-6
Prevention	Positive Behaviour for Learning	Explicit teaching of positive behaviours for learning	Students K-6
Prevention	The Resilience Project	Explicit teaching of gratitude, empathy and resilience.	Whole school
Prevention / Early intervention / Targeted / Individual	Australian eSafety Commissioner Toolkit for Schools to prevent and respond to cyberbullying	The toolkit supports our school to prepare, engage and educate the school community about creating and maintaining safe online environments to prevent cyberbullying incidents.	All students, individual students K-6, families, staff
Targeted intervention	Attendance support	The principal will convene a planning meeting with students, families and teachers to address barriers to improved attendance and set growth goals.	Individual students, principal
Targeted / Individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	All
Individual intervention	Individual Behaviour Support Planning	Planning is done in collaboration with the student and their family with support from Team Around a School where needed. This can include individual behaviour support and risk management plans.	Individual students, staff

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.

Tingha 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 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 their year advisor or 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

Tingha 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 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.

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.

Behaviour that does not meet school expectations are either teacher or executive managed. When considering whether the behaviour is teacher or executive-managed, the risk to the safety or wellbeing of the students or others is considered

All corrective responses are recorded on SENTRAL.

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.
<p>1. Behaviour expectations are taught and referred to regularly. Staff model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules. This may include being recorded on SENTRAL as a positive incident.</p>	<p>1. Refer to school-wide expectations, learner qualities and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p> <p>Incident to be recorded by teacher into SENTRAL by the end of the day.</p>	<p>1. Seek help from principal or other staff member if there is a risk to safety. Otherwise notify principal ASAP.</p> <p>Incident to be recorded by Principal/ Executive into SENTRAL by the end of the day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p> <p>Students are acknowledged for meeting school-wide expectations and rules. This may include being recorded on SENTRAL as a positive incident.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Incident to be recorded by teacher into SENTRAL by the end of the day.</p>	<p>2. 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.</p> <p>Incident review and planning is scheduled for a later time determined by the context and nature of the incident.</p> <p>Incident to be recorded by Principal/ Executive into SENTRAL by the end of the day.</p>
<p>3. Tangible reinforcers include those that are:</p> <ul style="list-style-type: none"> • free and frequent • moderate and intermittent • significant and infrequent. <p>Intermittent and infrequent reinforcers are recorded on SENTRAL as a positive incident.</p>	<p>3. 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 a low-level consequence is applied.</p> <p>Incident to be recorded by teacher into SENTRAL by the end of the day.</p>	<p>3. Principal/ Executive collects information and reviews the incident from multiple perspectives and determines next steps.</p> <p>Principal/ Executive records the incident on SENTRAL and may contact parent/carer by email or phone.</p> <p>Principal may consider further action eg: formal caution/suspension.</p>
<p>4. All social-emotional learning programs are taught regularly or on a need's basis.</p>	<p>4. Incident to be recorded by the teacher into SENTRAL by the end of the day. Monitor and inform family if repeated.</p>	<p>4. Refer to the school's Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p> <p>Information to be recorded into SENTRAL by the Wellbeing Team.</p>

Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Teacher contact through phone calls home is used to communicate student effort to meet expectations.	Teacher/ Executive/ Principal contacts parents by phone or email when a range of corrective responses have not been successful.	Principal contacts parent/carer to discuss any support and behaviour responses, including referral to the LST, outside agencies or Team Around a School.
Contact with families will be recorded by the teacher into SENTRAL by the end of the day.	In some cases, individual planning and referral to the Wellbeing Team may be discussed. Contact with families will be recorded into SENTRAL by the relevant staff member by the end of the day.	Principal records the family contact in SENTRAL by the end of the day.

Responses to serious behaviours of concern

Responses, including students who display serious behaviours of concern, are recorded in SENTRAL. These may include:

- review and document incident
- determine appropriate response/s, including supports 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.

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 procedures
- If a behaviour of concern is also a child protection matter use the [Mandatory Reporting Guideline Tool](#).

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Reflection practices

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

Action	When and how long?	Who coordinates?	How are these recorded?
Reflection conversation (based upon restorative practice) – What happened, what did you do, and what could you do instead next time?	Class time and break times as required.	Teacher/ Executive/ Principal.	Teacher/Executive/ Principal will record this action in SENTRAL by the end of the day.

Review dates

Last review date: 6th February: Day 1, Term 1, 2024

Next review date: 25th March, Term 1, 2024